DOCUMENT RESUME

ED 256 636 SO 016 293

TITLE	Law-Related Education Evaluation Project, Final Report. Phase II, Year 3.
INSTITUTION	Center for Action Research, Inc., Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY	National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE	6 Jun 84
GRANT	79-JN-AX-0036
NOTE	219p.; For years 1 and 2 of the final report, see ED 220 391 and ED 237 393. Some charts contain small type.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Attitude Change; Curriculum Development; Curriculum Evaluation; *Delinquency Prevention; Educational Change; Elementary Secondary Education; *Legal Education; Program Evaluation; Program Implementation; Student Attitudes; Student Behavior; Tables (Data); Teacher Education; Teaching Methods
IDENTIFIERS	*Law Related Education

ABSTRACT

Results of a 3-year evaluation of a national law-related education (LRE) project involving five organizations (the American Bar Association, the Constitutional Rights Foundation, Law in a Free Society, the National Institute for Citizen Education in the Law, and the Phi Alpha Delta Public Service Center) are presented. Beginning in 1981, evaluators observed 69 LRE classrooms in 36 schools, concentrating on the impact of delinquency prevention objectives. The first of four sections discusses the goals of LRE, the relationship between LRE and delinquency prevention, and observed trends in implementation and outcome since the program began. The second section focuses on research methodology, including data collection procedures, classroom impact evaluation, classroom observations, observations of teacher training, and analyses of institutionalization. Findings in the third section show that there were measured improvements in each succeeding year of key aspects of the program: teacher training, administrative support, classroom practices, and student outcomes. The final section concludes that LRE can serve as a deterrent to delinquency if properly implemented. Recommendations for proper implementation include (1) adequate preparation and use of outside resource persons, (2) adequate quality and quantity of instruction, (3) judicious selection and presentation of illustrated material, (4) active student participation and interaction, (5) professional peer support for teachers, and (6) involvement of building administrators. Appendices containing 16 instruments used in the evaluation and data tables conclude the report. (LH)

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Law-Related Education Evaluation Project, Final Report

Phase II, Year 3

June 6, 1984

Center for Action Research, Inc.
Boulder, Colorado

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SO 016 293

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U.S. DEPARTMENT OF JUSTICE, OJARS OFFICE OF COMPTROLLER, CONTROL DESK 633 INDIANA AVENUE, N.W. WASHINGTON, D.C. 20531	CATEGORICAL GRANT PROGRESS REPORT FOR THE PERIOD 4/1/83 TO 5/30/84

GRANTEE	GRANT NUMBER	GRANT AMOUNT
Social Science Education Consortium and Center for Action Research	79-JN-AX-0036	$1,475,021.00

IMPLEMENTING SUBGRANTEE: Center for Action Research
TITLE OF PROJECT: Evaluation of Law-Related Education Programs, Phase II, Year 3

TYPE OF REPORT (CIRCLE ONE)	REPORT NO.	DATE OF REPORT	PROJECT PERIOD
REGULAR (FINAL)	16	June 6, 1984	10/1/79-5/30/84

SIGNATURE OF PROJECT DIRECTORS

James E. Davis
Robert M. Hunter

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LAW-RELATED EDUCATIONAL EVALUATION PROJECT
FINAL REPORT, PHASE II, YEAR 3

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1. INTRODUCTION

What Law-Related Education Is and Is Not

Law-related education (LRE) is a program of instruction designed to provide students with conceptual as well as practical understanding of the law and legal processes and to equip them with knowledge of both their rights and responsibilities. Many LRE materials provide a foundation for improved citizenship skills, enhanced ability to work within the legal system to settle civil grievances and deal with criminal problems, reasoned understanding of the basis for rules, and favorable attitudes toward law enforcement and the justice system. But the findings in this report should not be taken to apply to every course of instruction that bears the name "law-related education" (or "practical law" or "citizenship education"). By design, the courses examined in this study have several features in common. First, all have used curricula developed by either the Constitutional Rights Foundation, Law in a Free Society, or the National Institute for Citizen Education in the Law. Second, all have had the explicit objective of behavioral improvement of students. Third, all have been taught by persons trained in elements of instruction thought to produce favorable effects on knowledge, attitudes, and behavior.

The national LRE project's curriculum materials have addressed elements of instruction thought to produce favorable results in terms of knowledge, attitudes, and behavior. Each project has incorporated teaching strategies designed to promote increased student activity and participation, and interaction with community resource persons. Each project has provided training to teachers to assure sufficient quantity and quality of instruction, and teacher knowledge for the judicious presentation and selection of case materials. The strategies developed for use with project curriculum materials are designed to actively involve all young persons, including those who have difficulty becoming engaged in conventional classroom work; to expand avenues for demonstrating competence beyond those offered through conventional testing; and to create favorable settings for non-threatening interaction among young persons, and between young persons and police, attorneys, and other justice personnel.

How Law-Related Education Relates to Delinquency Prevention

One objective of NIJJDP's law-related education program is to reduce delinquent behavior. Initially, several contemporary explanations of delinquency offered a basis for regarding accomplishment of that objective as plausible. Subsequent research findings have supported this initial view.

Social control, strain, and labeling theories contain a number of elements established by research as causally related to law-abiding behavior. Key elements among these are commitment, attachment, involvement, positive labeling, equality of opportunity, and association with nondelinquent peers. While many courses and other aspects of a student's school experience may affect these correlates of behavior favorably, LRE has some apparent advantages in this regard over other parts of the curriculum.

According to control theory (Hirschi, 1969), most people stay out of trouble most of the time because they are bonded to society's norms through their affiliations at home, school, workplace, and church. As long as at least one of these ties remains strong and rewarding, an individual has a compelling incentive to engage in socially approved behavior. For most young persons, the chief sources of support for proper conduct are home and school. Those who see little reason to value either of these affiliations are likely to turn to their peers for approval. Among peers who share a sense of alienation from home and school, some of the bonding that usually occurs is to norms that reward violations of rules. The path for achieving satisfaction and a sense of legitimacy in the adult-dominated spheres of family and school is consistent proper conduct, while that of the youth-dominated sphere of peer relationships often includes delinquent behavior.

Refining earlier work of Nye (1958) and others, Hirschi described four control processes through which conformity is maintained. The first is commitment, a valued stake in conventional activities that could be lost as a result of rule-breaking. This stake may include not only an immediate desirable position, but also a realistic promise of status in the near future. A second control process is attachment to other people. To violate a norm is to violate the wishes and expectations of others; a low level of attachment makes violations more likely. A third process is involvement, a person's present investment of time and energy in certain conventional activities (excluding sports and passive entertainment).

The fourth control process is belief that rules governing behavior are fair enough to merit being obeyed consistently. Affecting this element are the individual's views of the degree of fairness and equity in the justice system and--at least among youth--level of respect for the police. In a study of youth in northern California, Hirschi (1969) found lack of respect for the police to be associated both with lack of respect for the law and with delinquent behavior, even among youth who had never had contact with the police. The finding of a relationship between negative attitudes towards the police and delinquent behavior was not surprising; it had been found repeatedly in prior research. However, while some researchers have taken this finding to indicate that delinquents are more likely to have had unpleasant encounters with police, Hirschi's evidence indicates that lack of respect can occur independently of such contacts and be affected by the image projected by representatives of law enforcement and, presumably, of the broader juvenile justice system.

According to strain theory (Merton, 1938; Cloward and Ohlin, 1960), our society tends to hold out the same goals to everyone as desirable. However, legitimate avenues for achieving those goals are not open equally to all. The combination of similarity of goals and inequality of access to legitimate means makes it impossible for some people to obey the rules and still achieve their goals. Consequently, some turn to illegitimate, perhaps delinquent, means. Others may reject both the goals and the means and retreat socially by using alcohol and/or drugs. The principal preventive measure implied by this theory is creation of greater equality of opportunity.

According to labeling theory (Becker, 1963), attaching negative or derogatory descriptions to persons affects their situations and behavior. Although advocates of this perspective commonly assume that the most damaging labels are those conferred by the justice system, evidence obtained in the past ten years challenges this assumption (Foster, Dinitz, and Reckless, 1972; Fisher, 1972; Gove, 1980). Evidence obtained by Chastain (1977)[1] supports the conclusion that the most serious consequences occur when nega-

[1]Chastain (1977) found that negative self-perceptions were determined far more by isolation in school than by judicial processing; among delinquent youth, negative judical labels had little effect on self-perceptions when responses in school continued to be favorable.

tive labels are introduced into a setting that has ongoing salience to the person labeled and in such a way that opportunities in that setting are restricted. Some persons, by virtue of race, class, or previous academic rating, may be particularly susceptible to such labeling in schools. When trouble is expected and productivity is not, the opportunities for bonding to conventional activities and actors are diminished and the probability of delinquent behavior is increased. The reverse is true when positive labels are attached to students and opportunities are not restricted.

Compared with other parts of the school curriculum, LRE appears uncommonly suited for affecting favorably all six of the behavior-related dimensions described above. In terms of commitment, students report valuing LRE more highly than most other classes. LRE offers occasions for building attachment, not only to representatives of the school, but to law enforcement and justice system personnel as well. Because the subject matter connects especially well to the world outside the school and makes students enthusiastic participants in a useful learning experience, LRE increases involvement in conventional activities. By conveying an understanding of the basis and necessity for rules and principles embodied in the justice system, LRE instruction creates a foundation for heightened belief in the moral validity of social rules. Recommended LRE teaching strategies are designed in part to offer all students opportunities to participate actively and excel; a consequence is greater equality of opportunity than is present in most classrooms. LRE provides a setting conducive to positive labeling of students; after their exposure to students in an LRE classroom, teachers, police, and justice personnel report viewing and reacting to these young people more favorably.

According to the theoretical perspective outlined here, favorable change in these six dimensions should increase the probability of association with nondelinquent (rather than delinquent) peers and in turn reduce the likelihood of delinquent behavior. In addition, some of the recommended components of LRE feature cooperative tasks (such as mock trials) that are eminently suited to strategies already demonstrated to be capable of affecting friendship choices directly; these strategies are task and reward interdependence and deliberate mixing of abilities in forming groups (Slavin, 1980).

In brief, LRE holds high potential for improving students' behavior, and contemporary explanations of delinquency identify several paths for achieving that objective. The impact studies from 1981 to 1983 show that an appropriate combination of LRE content and strategies can realize the potential for behavioral improvement. The findings also reveal that the absence of critical features can result in an LRE program's having no measurable effect or producing a worsening of students' behavior.

Observed Trends in Implementation and Outcomes

Since 1979, five nationally organized projects have received funding from NIJJDP to obtain high quality and enduring implementation of LRE. The participating projects are the American Bar Association's Special Committee on Youth Education for Citizenship (ABA), the Constitutional Rights Foundation (CRF), Law in a Free Society (LFS), the National Institute for Citizen Education in the Law (NICEL, formerly the National Street Law Institute), and the Phi Alpha Delta Public Service Center (PAD).

Three of these projects (LFS, CRF, and NICEL) are termed "curriculum projects." Each has a characteristic curriculum package, each conducts training of teachers, and each is involved in promoting implementation of LRE at the state, district, and school levels. The two remaining projects (ABA and PAD) have performed support, coordination, and dissemination functions. Both ABA and PAD have developed and published material needed by practitioners; recruited outside resource persons from the judiciary and the legal profession; conducted sessions bringing educators and noneducators together; and worked to bring an accurate understanding of LRE to those whose lives are spent enacting, interpreting, or enforcing the law.

The principal interest of NIJJDP in LRE has been its potential for affecting delinquent behavior and factors associated with delinquency. Concentrating most fully (though not exclusively) on the delinquency prevention objectives, the evaluators since 1981 have observed in LRE classrooms and measured their impact on students. Findings from the combined examination of setting, practices, and outcomes have been the basis for periodic formative feedback to the national projects. This feedback has been in the form of specific pointers for increasing the effectiveness of

LRE; the degree to which feedback is incorporated into subsequent training, classroom practices, and recruitment of teachers and educational administrators has been monitored.

In 1981, the evaluators asked project staff to nominate local LRE programs with both high and low prospects for success to include in the research. The study during that year included classes taught by trained and untrained teachers in schools where involvement of building administrators in the program ranged from highly active support to passive toleration of LRE. The evaluators observed classes and measured student outcomes at those sites. Observers' reports of classroom practices and events were a mix of accolades and horror stories, with prospects for producing favorable effects on students rated very high for some classes and dismal for others. Independent assessment of actual student outcomes showed a similar mix: equal numbers of classes produced predominantly favorable and predominantly unfavorable outcomes. Moreover, the observers had predicted with almost complete accuracy the ranking of classes from most to least successful in terms of desired effects on students.

The classes studied in 1981 gave the evaluators an empirical basis for specifying tentatively some of the elements that appeared to contribute to effective LRE, as well as elements associated with undesirable outcomes. The findings refuted the notion that <u>anything</u> called LRE will have favorable effects on student behavior, but demonstrated that <u>properly implemented</u> LRE can serve as a deterrent to delinquency. The greatest value of the study that year was formative: observation and measurement in the diverse mix of LRE classes resulted in a practical definition of "proper implementation." The product was a series of recommendations for making LRE classes in the coming year more uniformly successful.

The research design for 1982 called for study only of teachers who had received training by a curriculum project, training that expressly included the recommendations from the preceding year. The study was limited to schools whose administrators had given indications of strong support for LRE. At one school (with three LRE classes), administrative support extended to permission for true random assignment of students between LRE and control classes. Based on the strong experimental design that resulted, the findings for classes at this school included 22 favorable outcomes (14 of them significant at .05) and only one unfavorable outcome (nonsignifi-

cant) out of 32 possible. For the remaining 27 classes (with a less stringent research design), favorable effects on individual dimensions outnumbered unfavorable effects by two to one. Observers' ratings of the classes as a group were substantially higher than in the previous year. Despite measured improvement, five classes (out of 30) produced predominantly unfavorable outcomes.

Although less pronounced than in 1981, variation in quality of implementation among the 1982 classes provided a basis for further formative feedback to the national projects. The recommendations made earlier were refined, and the catalog of illustrative classroom practices associated with effectiveness grew. Training for teachers in the 1983 study incorporated this additional information and benefited as well from improvements made by the curriculum and support projects on their own.

As presented in detail in the "Findings" chapter of this report, both outcomes and observers' ratings of the 1983 classes surpassed those for 1982. Classroom practices approximated the recommendations more closely than in the past, and effects on students were more uniformly favorable. Of the 21 classes in the study this year, 9 were subject to a true experimental design. These classes produced ten times the number of significant favorable effects that would be expected to occur by chance and no unfavorable effects. At 10 of the remaining 12 classes, student outcomes were either predominantly or entirely favorable.

In summary, there were measured improvements in each succeeding year of key aspects of the evaluated program: teacher training, administrative support, classroom practices, and student outcomes. Contributing to those improvements were intensified work by the curriculum projects, need-oriented support from PAD and ABA (as described particularly in the section of the "Findings" chapter pertaining to training), and formative feedback from the evaluators.

2. METHODS

Overview of the Data Collection Procedures

The data collection procedures were designed to produce information regarding both process and impact. Because of the variety in types of information sought, a number of different methods were used in the data collection. These involved quantitative testing, questionnaires, observation, and document analysis. The use of a variety of data collection procedures--both quantitative and qualitative--allowed the most appropriate methods to be employed for each given purpose. It also allowed "triangulation," i.e., data from multiple sources and of different types to be used to measure or describe a single phenomenon.

The data collection instruments included the following:

--Teacher Questionnaires

--Student Impact Pre and Posttests

--Classroom Observation Record

In addition to these instruments, documents related to the projects' efforts regarding training, institutionalization, and other similar activities were collected. Upon receipt, each document was classified by project, research area, and site. It was then logged and filed according to a system that facilitated later retrieval and analysis.

Classroom Impact Evaluation

The main purpose of the classroom impact research was to determine whether law-related education could produce changes in students' knowledge of and attitudes about the law, and reduce juvenile delinquency. In addition, a special experiment was conducted to determine the effect on student outcomes of increments of teacher training and experience. A total of 1,105 students in 45 classes, located in various parts of the United States, completed both pre- and posttest questionnaires for the the study. The LRE classes received instruction in a law-related curriculum developed by one of the three curriculum projects; the "control" classes did not. The classes varied in level from sixth to eleventh grade, and came from 13 schools located at four sites around the country. The sites were in Colorado, California, Michigan, and North Carolina.

The instruments used consisted of a pretest administered to students at the beginning of the semester during which the LRE instruction took place and a virtually identical posttest at the end of the semester. Five demographic variables were collected only at pretest, and a number of questions about the students' reactions to the class were collected only at posttest; otherwise, the two tests were alike.

The questionnaires included a test of knowledge of the law-related curriculum, an 85-item attitudes questionnaire designed to assess factors thought to be theoretically and empirically related to delinquent behavior (based on contemporary theories of delinquency such as bonding, strain, and labeling theories), and a series of 21 items to assess the frequency with which the students had engaged in various types of delinquent behavior during the previous semester (self-reported delinquency).

The curriculum varied from site to site; therefore, no single knowledge test could be used for all classes. In fact, there were five versions used. Regardless of the particular version, the data resulted in a knowledge test score equaling the percent correct, and this score was used in the data analysis.

The items pertaining to perceptions and attitudes were combined into 32 groups. The 21 self-reported delinquency items were combined into 11 "behavior categories," such as index offenses, violence against other students, and various types of status offenses.

All the junior and senior high school classes received the identical attitudes and behaviors questionnaire. The elementary school students received a modified version with some changes in the wording of questions to make them simpler or more appropriate for grade level, and the deletion of a few items.

Prior to completing the questionaires, each student received a one-page description of the research project and the confidentiality procedures. The students were informed that they did not have to take part in the study if they did not want to, and that they could quit at any time. The instrumentation was approved by a human subjects review committee and by districts or schools involved in the testing.

Attached to the pre- and posttest questionnaires was a consent form which the student signed prior to completing the instrument. A number was stamped or written on the pretest consent form and on the following page

(the first page of the instrument proper). When the pretests were received at the research offices, the top page (with the student's name) was removed and stored in a locked vault. Signed consent forms on the posttest were matched to the stored forms and received identical numbers to the pretest, after which the signed pre- and posttest consent forms bearing the names of the students were returned to the vault for storage to be destroyed at a later date.

The questionnaires were reviewed for obvious errors or for clear cases of dishonest responses. The forms were then keypunched and a variety of checks of the integrity of the data were made. Considerable effort was expended to make the keypunched data as accurate as possible. The knowledge test was then scored and the 32 predictor scales and the 11 behavior categories computed. An SPSS (Statistical Package for the Social Sciences) file was created for use in the subsequent analysis of the data, which was performed on the University of Colorado CDC Cyber computer.

Classroom Observation

LRE classrooms were observed, on an average, six times during the semester--three two-day observations--while comparison classrooms were observed twice each--a single two-day observation. Observations in comparison classes were made as close as possible to the midpoint of the observation schedule at each site.

One evaluation staff member was assigned to conduct classroom observations at each of the four sites. The same staff who conducted the bulk of last year's observations was again involved this year. The two staff members at each of the NICEL sites also interchanged observations on two occasions, completing one-fourth and one-third, respectively, of the observations at each other's sites.

Observations at two sites were supplemented by daily and weekly teacher logs. These logs gave evaluation staff a more complete picture of the progress in and character of these LRE classes than observations alone could have provided. This supplemental information was gathered from all participating high school classes and from 9 of the 12 junior high classes in the main impact study.

The observation record used by evaluation staff included pre- and post-observation conferences with the teacher, a lesson summary, and narrative

notes. Additionally, a summary of the three main dimensions of teaching and learning was made in the observation record. Various aspects of the dimensions curriculum treatment, quality of instruction, and quality of interaction were noted as they occurred in each observed class period and these instances were summarized in a separate part of the record incorporating these dimensions into the classroom record helped structure the observations and facilitated subsequent analysis.

Observation/Conduct of Training

Training for participating teachers--and, at one site, resource persons--was conducted in unique ways at each of the four sites. Data collection procedures varied, therefore, across sites. The only procedure used to gather data on training from all sites was the questionnaire completed by participating teachers and building administrators near the end of the semester; these questionnaires included questions about the overall usefulness of formal training and about the types of assistance training provided with regard to implementing an LRE program.

In observing the CRF training in Fayetteville, North Carolina, an evaluation staff member compiled an observation record of the three-day session and participating teachers completed a survey on the design and conduct of the session. For the LFS training in Los Angeles, only the observation by an evaluation staff member was used to collect data; no participant surveys were made. At both NICEL sites--Pontiac, Michigan and Loveland, Colorado--evaluation staff served as trainers, precluding the use of formal observation/evaluation procedures. In Loveland, however, the two evaluation staff members who would be conducting classroom observations at this site did observe the day of training devoted to police officer practices in the classroom. Because these officers would be heavily involved with the implementation of LRE at this site, it was considered essential to observe their training as instructional team members--particularly since this type of implementation strategy had never been tried previously. Observers would thereby have firsthand knowledge of what was expected of the officers from the outset and might better be able to assess their subsequent performance in the classrooms as it related to their training experience.

Analysis of Institutionalization

In assessing progress toward institutionalization of LRE, the following four areas of concern are analyzed. (1) processes by which institutionalization occurs, (2) impact of LRE programs on the educational system, the juvenile justice system, and the social service system, (3) the processes that affect the three systems. and (4) use of professional publications to promote awareness of LRE. Data bearing on those areas of concern come from documents provided by the projects and systematically collected by LRE evaluation project staff. Included are reports to OJJDP, letters and memoranda, conference agendas, state plans, and published articles related to LRE. Follow-up interviews of the project staff provided additional summary data.

3. FINDINGS

Teacher Training and Teaching Experience

Overview

Training for teachers implementing LRE curricula has been considered a necessary requirement for effective LRE. In examining the curriculum projects' overall approach to implementation, the evaluators have attempted to indicate areas in which the projects' training programs for teachers could be strengthened or modified in order to result in greater impact of LRE on students' attitudes and behavior.

In 1981, a number of untrained and inexperienced teachers participated in the impact study at a few of the sites. These teachers' classes received low ratings from observers and were largely responsible for the mixed impact findings which revealed as many LRE classrooms showing predominantly negative effects as showed predominantly positive effects. Based on formative feedback from the evaluators, the curriculum projects redesigned their training programs the following year to focus more on six recommended areas of concern for enhanced implementation. In addition, the projects attempted to recruit more experienced teachers--those with a prior familiarity with LRE--into their programs. Both the impact findings and the observers' ratings in 1982 indicated improvements in the quality of implementation over 1981. Because 1982 was the first year that the projects' training efforts were systematically planned, carried out, and assessed, a clearer picture of the effects of teacher training in LRE began to emerge.

Effects of Teacher Training and Teaching Experience

The LRE evaluations conducted in 1981 and 1982 suggested that teachers who did not participate in project-sponsored training programs were not as effective in the classroom (as measured both by classroom impact and observation), nor as satisfied with their teaching experience of LRE (as noted in their questionnaire responses) as were the teachers who did participate in formal project training programs. For example, at one 1982 site the classes of the teacher who did not attend the three days of project training with any regularity or for any appreciable length of time did not compare favorably to the control classes at his school in terms of the impact on students' behavior or the impact on the theoretical antecedents

of delinquent behavior. Conversely, the other teacher at this site did compare favorably with controls at his school in these areas. Similarly, the nontrained teacher was rated lower by the observer than the other teacher in certain aspects of quality of curriculum treatment, quality of instruction, and quality of interaction. These aspects--depth/density of coverage, checking for understanding, opportunities for practice, and achieving active participation--were all areas in which he would have received training had he attended the workshops held the preceding summer.

Teachers who have participated in training rate such training as being very useful to them in their subsequent attempts to implement LRE: 29 of 31 teachers participating in the 1982 study rated the formal training workshops as being "very useful" to them; the two teachers who rated these workshops as "somewhat useful" had only attended portions of their project's training program. Teachers in 1983 were unanimous about the degree of usefulness of training--all 22 rated it as "very useful" to them in their teaching.

Such high marks for usefulness apparently derive from the fact that project-sponsored training provides teachers with unique sources of information. Assistance in implementing several aspects of LRE instruction is, based on teachers' questionnaire responses, forthcoming solely or largely from project training sessions. For instance, methods for achieving high class participation, organizing small group work, and finding and developing examples which give a balanced (e.g., both protective and fallible) view of the law were all cited by 60 percent or more of teachers as being areas in which project training sessions proved to be their only form of assistance. Majorities--around 55 percent--of teachers further cited their training in LRE conducted by the national projects as their sole source of assistance in learning how best to discuss and manage controversial issues in the classroom, and in preparing outside resource people to contribute effectively to their LRE classes.

The level of prior LRE teaching experience--or minimally, the level of familiarity with LRE in general--also has an effect on what teachers get out of a training program. Teachers new to LRE register greater knowledge gains about project/program objective, rationales, methods, etc. than do "veteran" LRE teachers. An analysis of the 1982 training participants' gain in knowledge of program objectives, for instance, indicated that sites

with fewer veteran LRE teachers and more novice teachers recorded higher average aggregate gain scores. Thus, this score for the North Carolina training group was 1.39; for the Los Angeles group, 1.13; for the Michigan group, .92; and for the Chicago group, .86. (A score of 1 indicates "movement" to a new discrete level of knowledge or expertise.) These scores accurately reflect the relative experience of the participating teachers at each site with regard to the CRF, LFS, and NICEL curricula. Yet the aggregate gain scores for Michigan and Chicago training participants were fairly close to 1, indicating that they too gained new information from their training experience.

For veteran teachers, the more important gains derived from project training programs are in the areas of confidence and "renewal." A number of teachers have commented in their training surveys and year-end questionnaires that attending training sessions such as those designed by the curriculum projects, as well as those sponsored by the ABA, renewed their enthusiasm for LRE and for teaching in general. In terms of confidence-building, one second year CRF teacher summed it up best by noting that such programs "have built my confidence and reduced the fear I had my first year in the [LRE] classroom." Such "first year fear" may be initially alleviated by having veteran teachers attend--or even conduct--training alongside teachers new to LRE. As another CRF teacher commented in her 1983 questionnaire: "It was very helpful to have someone here who has experienced these situations previously [in order] to get suggestions on lesson plans and to offer alternatives."

In 1983, the projects achieved a good mix of experienced LRE teachers and newly recruited LRE teachers for their training programs. CRF used four of their 1982 teachers as trainers for their 1983 training program. LFS invited three of their most effective teachers from 1982 (as measured by impact testing and observation standards) to join nine new teachers in their 1983 program. In Michigan, training participants were all experienced high school LRE teachers. Two of the three teachers were trained in NICEL's 1982 session and the third, along with one of the other two just mentioned, had also received LRE training from nonproject sources--through the University of Detroit, and through the College of Education of Michigan State University. At NICEL's Colorado site, training participants included not only the teacher who participated in the 1982 study--who had received his

training in Street Law at the ABA-sponsored 1982 Summer Institute--but also the four police officers who worked in this teacher's Street Law classes as resource persons. These veterans were joined in 1983 by two more teachers from this junior high school and by another four police officers, and together they received joint training as instructional teams for the 1983 implementation year.

CRF's North Carolina training program and the training program at NICEL's Colorado site were notably different from any others offered to date in the evaluation and merit closer attention. These two programs provided the evaluators with unique opportunities to examine effects of training programs on the subsequent quality of implementation. In the case of CRF's training, variable teaching and training experience provided the opportunities for comparison. In Colorado, the evaluators had the opportunity to gauge the effects of joint training for teachers and community resource persons. While law students had been included in the training program at one of NICEL's 1982 impact sites, the inclusion of a number of police officers in a teacher training program in 1983 was unique and was particularly interesting for the possible effects it could have on a number of the theoretically linked elements of law-abiding behavior (e.g., belief in the fairness of social rules and their enforcement, and positive labeling) around which much of the impact assessment of LRE was based.

1983 Training Innovations: North Carolina

CRF training in 1983 was innovative in its use of four teachers involved in the 1982 impact study as trainers for newly recruited teachers in 1983. Through this design, CRF was able to establish peer support for its participating teachers--a longstanding evaluation recommendation--at the outset. In 1982, only about half of all the LRE teachers at all impact sites had a colleague in their building who was also teaching LRE. Under CRF's 1983 program, three of their second year teachers (who conducted the training sessions) would be paired in their buildings with a newly trained teacher, while the fourth teacher-trainer was paired in her building with another second year teacher who had not, however, participated in the 1983 training. A fifth pairing of teachers at this site was of two new LRE teachers--only one of whom participated in training.

In addition to the benefits of built-in peer support, the use of 1982 teachers as trainers in 1983 may also have had a salutary effect on certain aspects of the training itself. In a survey administered at the end of the training, participants were asked to indicate their levels of agreement, from least (1) to most (5), for seven statements concerning the sufficiency of the presentation of objectives, rationales, materials, demonstrations, and opportunities to both experience (as students) and practice (as teachers) the teaching of LRE during the training sessions. Six of these seven aspects received higher mean ratings (i.e., greater levels of agreement about the sufficiency of the training program) in 1983 than in 1982. It is worth noting that the three lowest ranked aspects of the 1982 training--presentation of clear objectives, the provision of adequate demonstrations, and the provision of opportunities to practice--showed the greatest changes in 1983. Moreover, the lowest rated aspect--opportunities to practice--showed the greatest improvement, in terms of participants' mean ratings, in 1983.

In 1982, this aspect was the only one which training participants rated fairly low--a mean of 3.18, whereas the other six aspects had mean ratings ranging from 4.27 to 4.72, quite high on a five-point scale. In 1983, while still ranked seventh, the practice aspect of training achieved a mean rating from participants of 4.07 which was not only higher than the preceding year, but also much more in line with the ratings of the other six aspects, which ranged from 4.14 to 4.79.

It is possible that assigning the responsibility for training others to a group of teachers previously trained allowed these teacher-trainers to focus particularly on the aspects they found most problematic or with which they were least satisfied in their own training experience. In any event, the trend observed in this regard signals another improvement in the design of training programs for LRE teachers in 1983.

Assessment of effects of differential exposure to training and level of prior LRE teaching experience. The pairing of teachers in the same building during the implementation phase of the program in North Carolina provided the evaluators with an opportunity to assess more directly the differential effects on student impact and quality of implementation due to varying levels of teaching experience and training. Rather than compare

student outcomes in LRE classes with those in control (non-LRE) classes, comparisons were made at this site between two LRE classes in each of the five schools. Comparisons of student impact were based on the same measures and analytical procedures as in the national impact study; however, here it was the effects of teachers' training and experience that were being measured rather than the effects of LRE.

In three schools (A, B, C, in Table 1) the comparison was between an experienced LRE teacher--i.e., with at least one more year of LRE training and teaching experience--and a teacher with training but no prior LRE teaching experience. In another school (D) the comparison was between two teachers with the same amount of LRE teaching experience, but different exposures to training--one teacher served as a trainer in 1983, for which she received extra training, while the other had not participated in training since 1982. In a fifth school, two inexperienced teachers were compared; the variable here being participation in project-sponsored LRE training.

The research design was compromised in the fifth school where one of the teachers did not attempt to implement the CRF curriculum as designed. Rather than teach a self-contained LRE course, this teacher merely infused relevant LRE topics into an American history class. This fact obviated any meaningful comparison of differential effects of LRE training on these two teachers' classes. Results of such comparisons in the other four schools are presented in Table 1.

Note that the cells record the effect in the more experienced/trained teachers' classes over those in the less experienced/trained teachers' classes in all four schools. The number displayed in a cell represents a differential in either a scale score or a frequency established for each outcome. For instance, under variable 9, <u>students' rating of this course as helpful</u>, school B, students' ratings of the more experienced teacher's LRE course as helpful surpassed students' ratings of the less experienced teacher's class by .34, and this difference was significant at the .05 level. In school C, the more experienced teacher's class showed a similar advantage, though the .30 figure for this outcome was significant only at the .10 level. Comparisons at schools A and D for this variable showed uniform outcomes--i.e., no differential effects between the two teachers'

TABLE 1

EFFECT OF GREATER TEACHER EXPERIENCE/TRAINING
ON STUDENT OUTCOMES AT FOUR JUNIOR HIGH SCHOOLS

Outcome Measured	Desired Effect	SCHOOLS: A	B	C	D	# of Outcomes Favoring More Exp'd Teachr	Less Exp'd Teachr
EFFECTS OUTSIDE THE THEORETICAL MODEL							
1. Factual knowledge of the law and legal processes.	+	--	+8.1*	+13.3*	--	2	0
2. Frequency of telling parents about something useful learned in a class.	+	+1.31	+1.66*	--	--	2	0
3. Praise received at home for something done in school.	+	--	+ .47*	+ .66*	--	2	0
4. *Grade students would give their teacher for this course.*	+	+ .70*	--	--	--	1	0
5. *Students' rating of this course relative to others (better, same, worse).*	+	--	+ .26	--	+ .22*	2	0
THEORY-BASED CORRELATES OF BEHAVIOR							
COMMITMENT							
6. Perceived opportunities for demonstrating competence to teachers.	+	--	--	+ .45	+ .24	2	0
7. Importance of doing well and being regarded as a good student in school.	+	--	--	- .21*	--	0	1
8. Importance of doing well and being regarded as a good student in this class.	+	--	--	--	--	--	--
9. *Students' rating of this course as being really helpful.*	+	--	+ .34*	+ .30	--	2	0
ATTACHMENT							
10. Really liking some teachers and believing they care about you as a person.	+	--	--	--	--	--	--
11. Support offered by teachers to build your interest and help you.	+	--	--	--	--	--	--
INVOLVEMENT							
12. Timely completion of assignments and coming to class prepared to participate.	+	--	--	--	+ .34*	1	0
13. Amount of time spent doing homework.	+	--	--	--	--	--	--
14. *"Clockwatching" in this class.*	-	--	- .66*	--	- .76*	2	0
15. *Encouragement from the teacher in this class of special projects by students.*	+	--	--	--	--	--	--
BELIEF							
16. Favorable attitudes toward police.	+	--	+ .32	- .72*	--	1	1
17. Belief that judges try to be fair and just.	+	+ .66*	+ .49*	--	--	2	0
18. Unfavorable attitudes toward deviance.	+	--	--	- .34*	+ .28*	1	1
19. Favorable attitudes toward personal violence.	-	--	- .32	--	- .35*	2	0
20. Rationalizations that delinquent behavior is acceptable sometimes.	-	- .49	--	--	--	1	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10)

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Table 1 (cont.)

Outcome Measured	Desired Effect	SCHOOLS: A	B	C	D	# of Outcomes Favoring More Exp'd Teachr	Less Exp'd Teachr
EQUALITY							
21. Belief that you are treated fairly in school with respect to rules, grades.	+	--	--	--	--	--	--
22. *Perception that the rules in this class have applied the same to everybody.*	+	--	--	- .40*	--	0	1
23. *Perception that the teacher in this class grades fairly.*	+	--	--	--	--	--	--
LABELING							
24. Your parents would agree that you get into trouble, are a bad kid.	-	--	+ .40	- .37	--	1	1
25. Your teachers would agree that you get into trouble, are a bad kid.	-	--	+ .58*	--	--	0	1
26. Your friends would agree that you get into trouble, are a bad kid.	-	--	--	--	--	--	--
PEER RELATIONSHIPS							
27. Delinquent peer influence.	-	- .44*	--	--	--	1	0
28. Exposure to delinquent peers.	-	--	- .38*	--	- .21	2	0
29. *Students in this class willing to help one another with questions, course work.*	+	- .52*	+ .38	--	--	1	1
30. *When other students speak in this class, they have something worthwhile to say.*	+	--	+ .42*	--	+ .49*	2	0
31. *The other students in this class pay attention when you are talking.*	+	- .55*	+ .77*	--	+ .58*	2	1
FREQUENCIES OF DELINQUENT BEHAVIOR							
32. School rule infractions (cheat on tests, skip school, and two more).	-	--	--	--	-2.65*	--	--
33. Drinking alcohol.	-	--	--	--	--	--	--
34. Violence against other students (using knife, rock, or stick).	-	--	--	- .17	--	1	0
35. Minor theft (steal less than $50, joyride).	-	--	--	--	--	--	--
36. Vandalism (damage or destroy school or public property).	-	--	--	--	--	--	--
37. Go out with a group planning to fight or break the law.	-	--	--	- .53*	- .50	2	0
38. Other status offenses (lie about age, run away).	-	--	--	--	--	--	--
39. Index offenses (strong-arm, break and enter, car theft, and two more).	-	--	--	--	--	--	--
40. Minor fraud (avoid paying for food, movies, shows).	-	--	--	+ .22	--	0	1
41. Smoking marijuana.	-	--	--	+1.38*	--	0	1
42. Hard drug use.	-	- .26*	--	--	--	1	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10.)

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classes at either school. The last two columns in the table for variable 9, therefore, record two effects favoring the more experienced teachers and zero favoring the less experienced teachers.

Overall, there were fewer instances of significant differentials between the classes of more experienced/trained teachers and those of less experienced/trained teachers than there were instances of uniform effect--i.e., no differential effects between the two types of teachers. However, of the 47 instances of significant differential impact on students, 37 (79 percent), favored the classes of the teachers with more experience and/or training.

The areas in which the more experienced/trained teachers showed the greatest differential impact on their students were: (1) outcomes outside the theoretical model (1-5 in Table 1), where they surpassed the less experienced teachers in 45 percent (9/20) of all possible outcomes on this dimension having nine favorable comparisons and none unfavorable; (2) peer relations of students (27-31), where they surpassed the other teachers in 40 percent (8/20) of the possible outcomes, having eight favorable comparisons and two unfavorable; (3) belief in the fairness of social rules (16-20), where they surpassed the less experienced teachers in 35 percent (7/20) of the possible outcomes, having seven favorable comparisons and two unfavorable; and (4) commitment (6-9), where they surpassed the other teachers in 25 percent (4/12) of the possible outcomes, having four favorable and one unfavorable comparison vis-a-vis the less experienced teachers.

The less experienced/trained teachers on the other hand, showed slightly greater impact on their students, as compared to the more experienced/trained teachers, in the areas of positive labeling of students (24-26), having had two favorable comparisons and one unfavorable; and on the dimension of equality of opportunity for students (21-23), where they compared favorably in one instance and unfavorably in none, with just over 8 percent (1/12) of all possible outcomes on this dimension being in their favor.

There was no differential impact on students on the dimension of attachment (10-11), and little differential impact--11 percent (5/44) favoring the more experienced teachers and 4.5 percent (2/44) favoring the less experienced teachers--on the frequencies of delinquent behavior of students at these four schools.

Moving to an examination of differential impact at the individual schools, we see that in schools A and B, the differential effects were on the order of three-to-one (6 to 2, actually) and six-to-one (13 to 2, actually), respectively. On the other hand, the more experienced teacher's classes at school C had only a slight differential advantage (7 to 6) over those of the less experienced teacher. These classes may, therefore, be considered essentially the same in this regard. The test condition at these three schools, it should be recalled, paired veteran LRE teachers with novice teachers, with the former training the latter for three days about two months prior to implementation. The total differential effects in the veteran teachers' classes surpassed those in the novices' classes in these three schools (A, B, C) by a ratio of better than two-and-one-half to one (26 to 10).

Results at the fourth school (D), were most striking of all. In this case, the comparison was between two veteran teachers, one of whom had more training. This teacher also served as a trainer for the 1983 CRF training program; her colleague had not attended a training session since both these teachers' initial CRF training in the summer of 1982. Impact on students in the class taught by the teacher with more training was significantly more favorable on eleven outcomes and less favorable--i.e., more favorable for the teacher with less training--on none.

It seems even more curious that the novice teachers in schools A, B, and C were able to achieve at least a few favorable effects in student impact vis-a-vis their more experienced colleagues, while the second veteran teacher at school D could not. However, a possible explanation emerges when the recentness of training is considered. It may be noted that although the second teacher at school D had taught LRE previously, she had not participated in LRE training since the summer of 1982. The novice teachers at the three other schools, on the other hand, had the apparent benefit of recent training and this might explain why they could have registered some differentially favorable impact. A possible implication is that not only more training, but more recent training can have a salutary effect, regardless of the level of prior LRE teaching experience, on subsequent classroom performance.

A further implication may be drawn from the results obtained at school D. It seems clear that the added training had a notable effect on this

teacher's ability to have an impact on students. It cannot be determined, however, whether this effect was due to training other teachers in LRE or simply to the fact of participating in more LRE training (in any capacity) just prior to another year of teaching LRE--i.e., this teacher's confidence and sense of renewal were activated. In either case, the results may indicate that, rather than reaching a point of diminishing returns, training for veteran LRE teachers might have a "snowball" effect. More training just helps good teachers get better.

The focus of this special study was on differential outcomes in classes taught by teachers with varying levels of training and experience, but there is also reason to believe that the eight classes as a group would have fared well had they been subject to the more conventional impact design described later in this chapter. The average ratings for the eight North Carolina classes surpass the average ratings for junior high control classes in the larger study on all ten of the measures administered only at time-2 (the only variables for which such a comparison is feasible) and surpass junior high LRE classes in the larger study on six of the ten measures.

1983 Training Innovations: Colorado

Three days of LRE training at Reed Junior High School in Loveland, Colorado were conducted by two master teachers from the school and an outside consultant.* The training drew on the school's repertoire of mastery teaching techniques, bonding theory and research, selected 1982 LRE evaluation findings, and the 1982 LRE experience at the school with the aim of creating instructional teams of teachers and officers. These teams would integrate strategies for social bonding and cognitive learning into methods of classroom interaction around a law-related curriculum. The LRE curriculum was half of a yearlong course, Law and Government, which incorporated a semester of Street Law as the law unit. The teacher who participated in the 1982 study (denoted as junior high teacher A in this report's Impact Findings section) had developed this course of study following his training at the 1982 ABA Summer Institute.

*A staff member of the Center for Action Research, Inc., though not a member of the evaluation project.

Joining this teacher for the 1983 training at Reed JHS were two colleagues (teacher B and the control teacher for the 1983 impact study) and seven police officers--including a captain--of the Loveland Police Department. (An eighth officer, who could not attend the training, joined the instructional team of teacher B once the semester began and received on-the-job coaching.) The officers were divided into two teams; one would work with teacher A, the other with teacher B. Each team of officers had two experienced LRE officers--i.e., those who had participated as resource persons in 1982--and two officers new to the program. The third teacher being trained would serve as a control (non-LRE) teacher during the first semester when the evaluation was being conducted, and then teach the LRE segment of the curriculum using one of the officer teams during the second semester. This teacher would employ only the mastery techniques in his control classes, serving to hold the quality of instruction constant. Thus, any differences between control and LRE classes would be attributable to the unique impact of LRE as a subject.

The training was intended to introduce the new officers to the program as well as to provide all the officers with more systematic instruction in interactive teaching strategies and methods. Although four of the officers had participated as resource persons previously, they had not received any LRE training. One day of this training program, therefore, was devoted to instructing the officers in the use of some of the same teaching practices used by the teachers. For example, stating specific learning objectives, checking for understanding, and providing ample "wait time" were examined as contributing both to cognitive learning and to bonding--particularly to attachment to teacher and school, positive labeling, and belief in the fairness of social rules and their enforcement.

Finally, the training explored the prospects for applying group/cooperative learning principles--student assignment to heterogeneous groups, reward and task interdependence, and assignment of and support for playing particular roles within groups--to more familiar LRE devices such as mock trials and case study analyses. For this purpose, NICEL supplied the trainers with a list of twenty specific exercises from Street Law which were believed to lend themselves well to such refinements.

An account of the results of this unique approach to conducting LRE training and instruction appears in the section, "Impact on Students of Law-Related Education," of this chapter.

Training for Resource People and Other Sources of Assistance

There may be hesitance in other localities to conduct joint training of teachers and law enforcement officers and to obtain the necessary co-operation of law enforcement departments. However, the experience in Loveland, Colorado proves that such training can be done, and done effectively.

There is also a noteworthy example, from 1982, of LRE training for law enforcement officers alone. In this case, PAD sponsored a day of training for Michigan state troopers as LRE classroom resource persons. The trainer, director of the St. Louis Schools LRE project, was also the author of the PAD publication, "A Manual for Training Community Resource Personnel."

In addition to actual training, both PAD and ABA have published a number of how to manuals for the express purpose of bringing educators and legal resource people together. Two of the more recent examples are the ABA's Building Bridges to the Law (1981) and PAD's "Resource Guide to Assist Lawyers and Law Students for Participating in Kindergarten through Eighth Grade Law-Related Classrooms" (1981). PAD's partnership programs are also vehicles for establishing liaison, at the district level, between educators and legal professionals. This liaison may be taken a step further when such partnership teams attend LRE conferences and workshops, as has been the case at ABA-sponsored summer institutes in San Antonio, Texas in 1980, and at Evanston, Illinois in 1981 and 1982.

The support ABA and PAD provide to LRE teachers is exactly the sort which helps to fill the gaps in the curriculum projects' programmatic efforts. In their more usual support role alluded to above, these two projects can mobilize legal professionals who most often serve as classroom resource people. In both 1982 and 1983, LRE teachers have noted in their questionnaire responses that locating and arranging for visits by outside resource people has not been an area in which they rely upon their CRF, LFS, or NICEL training to assist them. The majority of teachers noted their reliance on two sources of assistance in this regard: state and local projects, and "interested individuals, such as attorneys, judges, social service providers." Such individuals are the natural constituencies of ABA and PAD through their contacts in and influence with state and local bar associations and law schools. Through support for such activities as resource person training, participation of partnership teams of educators and legal professionals at LRE conferences and institutes, there is reason

to believe that ABA and PAD can move from a support role designed to bring these two groups of professionals together, to a role which more fully prepares resource people to contribute effectively in LRE classrooms.

Summary

Training for teachers who will be teaching LRE is a prerequisite for effective implementation of LRE. Training, as well as greater experience with teaching LRE, can have notable impact on students' attitudes and acts. Experienced LRE teachers benefit from more training not only in terms of knowledge gains, but also in ways which build their confidence and renew their commitment to and enthusiasm for LRE and teaching. And these gains are reflected in classroom outcomes. In short, training can help good teachers get better, and the more recent the training exposure, the better.

LRE training is available from a variety of sources. The national curriculum projects conduct training programs for teachers at their impact sites as well as at state, regional, and national conferences/institutes such as those sponsored by the ABA's law-related education project. LRE teacher training is also available from local universities, as in Michigan for example.

A number of law schools continue to train law students in the Street Law curriculum, and training for other community resource people, such as law enforcement officers, has been shown to be both doable and effective. Joint training of teachers and law officers is one of the more promising and exciting prospects for enhancing the effectiveness of LRE.

Finally, the use of experienced LRE teachers as local teacher-trainers has been shown to have salutary effects on both the quality of the training program and on the subsequent quality of the implementation of the curriculum in the school.

Quality of Implementation

Certain classroom practices, in combination with well-developed curriculum materials, appear to produce gains in students' knowledge of the law, their attitudes toward the law, and in their law-abiding behavior. In 1983 the evaluators sought confirmation of previous findings--namely, whether the desired program outcomes were dependent upon adequate materials and skillful implementation; and how lasting implementation could be accomplished with rigor and consistency under ordinary school circumstances. To assess the quality of implementation, evaluators gathered information from several sources: classroom observations, teacher interviews, student questionnaires, and administrator interviews.

The quality of implementation of LRE was rated on the basis of three selected classroom dimensions: the quality of curriculum treatment; the quality of instruction; and the quality of interaction. Each of these dimensions (and their attendant variables) is described below and the observation results from the specific sites--Los Angeles; Loveland, Colorado; Fayetteville, North Carolina; and Oakland County, Michigan--are thereby summarized.

Quality of Curriculum Treatment

Classroom observations were made to confirm the quality of curriculum treatment. In classes where LRE was being infused into other courses (e.g., history, social studies), observers were looking for evidence that the participating teachers allocated sufficient time for LRE instruction and that LRE content was incorporated into classes congruent with such content. Observers generally sought evidence of well-organized, sequential, and well-paced lessons and whether teachers had sufficient knowledge of the topic to answer student questions as they arose. Finally, teachers were rated on whether or not they presented balanced LRE content, that is, whether they avoided "flag waving" and exclusive presentation of "horror stories."

In the Oakland County, Michigan high school observations (classes 11-15 in Table 2), the quality of curriculum treatment ranged from low/moderate to very good. In the better classes, there was excellent sequencing of material and student competence was expected before the teacher moved on to another topic. Individual lessons were well-paced and time-on-task was

TABLE 2

KEY: --=No Evidence H=High Incidence M=Medium (Average) Indce L=Low Incidence *=No Implementation	SUMMARY OF CLASSROOM OBSERVATIONS																		
	01	02	03	04	05	06	07	08	09	10		11	12	13	14	15			
Quality of Curriculum Treat.																			
-Allocated Time+																			
-Congruence+																			
-Depth/Density	L	M	H	*	M	M	M	L	H	M		H	H	M	L	L			
-Selection/Balance	M	M	M	*	H	M	H	M	H	M		H	H	L	M	M			
+ pertains only to classes where LRE infused																			
Quality of Instruction																			
-Objective/Aut	M	H	H	*	H	M	H	L	M	M		H	H	M	M	M			
-Checking for Understanding.	M	M	M	*	M	M	H	L	H	M		H	H	H	H	H			
-Opportunities for Practice.	M	M	M	*	M	M	M	L	H	M		H	H	H	H	H			
-Direction Giving	M	M	M	*	M	L	H	M	H	H		M	M	M	M	M			
Quality of Interaction																			
-Active Participation	L	M	H	*	M	M	M	M	H	M		H	H	H	H	H			
-Group Work/Cooperative Learning	L	M	M	*	M	M	M	M	H	H		M	M	H	M	M			
-Controversy	-	-	-	*	-	M	M	M	H	M		H	H	H	H	H			
-Reactive Management	H	H	H	*	H	M	H	L	H	H		M	M	M	L	L			
-Opportunities for Bonding	M	H	H	*	M	M	H	M	H	M		H	H	M	H	H			

Table 2 (cont.)

KEY: -=No Evidence H=High Incidence M=Medium Incidence L=Low Incidence	SUMMARY OF CLASSROOM LBSERVATIONS																			
	16	17	18	19	20	21	22	23	24		25	26	27	28	29	30	31			
Quality of Curriculum:																				
-Allocated Time											M	M	H	H	H	M	H			
-Congruence											H	M	M	H	H	M	H			
-Depth/Density	H	H	H	H	H	H	H	H	H		M	M	M	H	H	M	H			
-Selection/Balance	H	H	H	H	H	H	H	H	H		H	M	H	M	H	M	H			
Quality of Instruction:																				
-Objective/Set	H	H	H	H	H	H	H	H	H		H	M	M	H	H	M	H			
-Checking for Understanding	H	H	H	H	H	H	H	H	H		M	M	M	H		L	M			
-Opportunities for Practice	H	H	H	H	H	H	H	H	H		M	M	M	M	M	L	M			
-Direction-giving	H	H	H	H	H	H	H	H	H		H	M	M	H	H	M	H			
Quality of Interaction:																				
-Active Participation	M	H	M	H	M	M	M	M	M		H	M	H	H	H	L	H			
-Group Work/Cooperative Learning	H	H	H	H	H	M	M	M	M		-	M	H	H	H	M	H			
-Controversy	H	H	H	H	H	H	H	H	H		-	L	L	-	H	-	-			
-Reactive Management	H	H	H	H	H	H	H	H	H		H	H	M	H	H	M	H			
-Opportunities for Bonding	H	H	H	H	H	H	H	H	H		-	L	H	H	H	L	H			

emphasized. When depth of treatment was necessary--as, for example, in more important or more complex topics--the teacher provided it. The teacher also demonstrated good judgment about selecting materials and providing balance when necessary during class discussions. In other classes, substantial time off task was regularly in evidence and there was superficial coverage of some topics and overkill of others.

In Los Angeles junior high schools (classes 25-27), the average time allotted to LRE was two 50-minute class periods a week. Each teacher completed the entire curriculum on Authority and two units of Justice. At the elementary level (grade 6), the four participating teachers (classes 28-31) spent approximately two and one-half hours a week, usually 45 minutes to an hour on three different days. Two of the junior high teachers integrated LRE materials into the American history curriculum; the third into world history. One of these teachers regularly provided bridges into the regular curriculum for LRE. Although the other two did this to some extent, it was not as systematic or thorough. At the elementary level, LRE materials focused on authority and justice focusing especially on how children encounter these concepts in their daily lives.

The three junior high school teachers did not explore topics in the depth and detail required for complete understanding. The teachers seemed pressed for time in teaching the regular subject. These teachers also perceived LRE lessons to be repetitive rather than reinforcing. Two of the junior high teachers did a thorough job of teaching from the materials. One of these was particularly good at asking questions to probe for both sides of an issue and to get students to examine previously unquestioned assumptions. The third teacher tended to be "preachy" at times and to talk too much, oftentimes elaborating one point of view to the exclusion of another. In the elementary classrooms, two of the four teachers explored each topic and unit in great depth. Students were encouraged to discuss topics and ask questions, and teachers probed for answers. A third teacher promoted depth of student understanding occasionally, while the fourth moved through lessons much too quickly to provide the depth and density required. Second-year teachers (those who had already taught LRE once) seemed more at ease with contentious issues of the law when they arose than did first-year teachers. Two of four teachers did an excellent job of probing for opposing points of view from students. All four teachers focused on the materials

provided and did not introduce outside case materials. Two of the four tended to favor one point of view more than others in class discussions, thus detracting from balance.

In Loveland, Colorado (classes 16-24), teachers enjoyed an extraordinary relationship with local police officers. This was the basis for a very high depth/density rating. The frequent use of officers provided depth as well as high interest material. Officers provided a ride-along program and gave in-depth treatment of such topics as deadly force, sexual assault, home security, and witnessing a crime. Although sequencing of material was often disrupted to accommodate officers' schedules, students did not appear to be affected by it. Everyone involved in Loveland classrooms paid very careful attention to balanced views of such legal issues as individual rights versus society's needs, Fourth Amendment protections, search and seizure, and capital punishment.

The quality of curriculum treatment ratings of observed Fayetteville, North Carolina classes (01-10) ran the gamut from low to high. It should be said at the outset that Fayetteville was a special case in that CRF materials were integrated into a special year-long course in law, government, and economics. The 1983-1984 school year was the first for statewide adoption of this course. One consequence was that Cumberland County schools were not quite geared for offering the ninth grade course in every school. There was, therefore, a shortage of curriculum materials which put great strain on LRE teachers to cover topics with appropriate depth or to pursue recommended strategies to elicit active student participation. Teachers were often forced to let students read assignments in class because there were too few books to allow students to do textbook homework assignments. Despite these general problems, several teachers exhibited great skill in providing depth in the topics they taught. Others were not skilled enough to overcome the problem of materials shortage. Some teachers (both first- and second-year) showed resourcefulness in bringing in outside materials that were well-balanced. Most teachers taught directly from the recommended curriculum materials. One teacher (class 04) had not yet begun instruction in LRE during the semester of observation.

Quality of Instruction

In addition to their being rated on the quality of presenting LRE content, teachers were judged on the quality of the teaching methods and strategies they used in presenting that content. Classroom observers sought evidence of teachers establishing the proper student mental set and whether students were made aware of the teacher's expectations for their learning in the lesson or activity. Second, teachers were judged on the basis of whether they used effective techniques of checking students' understanding of the lesson material. Since time on task was seen last year to be an important dimension of student success, observers rated teachers as to whether they gave clear, easily followed directions and whether students could move directly to the learning tasks to which they were directed. Finally, after directions were given, teachers were rated for the opportunities they gave students to practice what was expected of them.

In the observed Michigan high schools, the criteria for quality of instruction was rated moderate to high. In the better-rated classes, teachers tended to establish the mental set and explicitly stated the learning objectives of the lesson--in other words, students knew what was expected of them and why. In several instances, the objective was communicated by a topic outline on the chalkboard. In other classes, the objectives of instruction were either not shared with students, or were noted perfunctorily. In the more highly rated classes, teachers checked for student understanding regularly and in a variety of ways. In other classes, checking did not occur as regularly or was done haphazardly. In none of the high school classes were the teachers given a "high" mark for direction giving. In every instance, however, directions were adequate to get students on task with a minimum of confusion and time off task.

In Los Angeles, teachers at the elementary level ranged from low to high in observations of quality instruction, while junior high teachers were mostly rated in the midrange on this dimension. In three of the elementary classes there was reinforcement of the objective throughout the lesson, and at the end of a session. These three teachers would indicate what the next step would be--either pursuing a topic further or moving to a new topic. The fourth teacher was more superficial in establishing objectives for the students. This was frequently due to the speed with which she moved through lessons. Students were more apt to mumble "what are we

doing?" in this class than in any other. Two of the teachers did an excellent job of checking for student understanding. In addition to using special techniques, they sampled students and asked students to repeat directions and give examples of what would happen next. One teacher simply checked with students, most often getting some response from the more verbal ones. The fourth checked only in a perfunctory manner. Three of the four teachers also gave excellent directions by which students could move directly to their tasks. All accompanied verbal directions with instructions written on the chalkboard. The fourth teacher gave verbal instructions occasionally augmented by worksheets.

At the junior high level in Los Angeles, establishment of objectives was well done by one teacher while two others simply announced the day's task without discussing the details of expected student learning outcomes. None provided a transition to the next day's lesson on a regular basis. These teachers did do an adequate job of checking for student understanding before proceeding on to other topics. In two of the three classes, teachers tended to focus on the more verbal students to check for understanding. The third class was so large that it was impossible to check all students verbally. None of these teachers used special techniques, such as polling, to insure student understanding. One of the junior high teachers gave clear, concise directions and reinforced directions by writing them on the chalkboard. The other two gave fairly clear directions, but did not write them on the chalkboard and did not make certain all students were clearly on-target, which resulted in some task confusion.

In Loveland, Colorado, teachers received uniformly high ratings in this category. Teachers always listed learning objectives on the chalkboard and verbally reviewed the list with students before the day's activity. Teachers also summarized the day's lesson every day and attempted to tie the day's work in to preceding and following lessons. Loveland teachers and police officers used a variety of methods for checking student understanding of material, including polling, sampling, random student selection, and calling on volunteers. After checking, teachers and police officers went back through material if understanding of it was not as expected. Teachers also did well in providing students with opportunities to practice as in the cases of mock trial preparation. Finally, teachers provided clear, precise, and thorough directions. Students could move directly to

their tasks with little further clarification. Written directions were always verbally reinforced.

In Fayetteville, half the teachers did very well in establishing the learning objectives of the day's activity for students. The other half either provided a mental set or objectives once in a while, but did not do so systematically. Two teachers used a variety of techniques for checking student understanding, and took the time to make certain students understood material before moving on. Several teachers either checked only occasionally or checked only perfunctorily ("any questions?") before moving on. Two teachers did not check for understanding in any effective way. Students were given opportunities to practice before performance in nearly every class, but again, the method was not an on-going part of most teachers' approach.

Quality of Interaction

Generally, classroom observers sought evidence on whether active student participation and cooperative group learning was characteristic of lessons and activities. Teachers were rated on their ability to handle controversial issues as such topics arose in their classes, and on whether they consciously and explicitly tried to incorporate controversial issues into their lessons. Observers also sought evidence on whether students had been taught the skills necessary for dealing with controversial issues. Reactive management--the teacher's ability to maintain classroom decorum without losing instruction time--was also a category for which observers sought evidence.

In addition, classroom observers looked for evidence of bonding among students, teachers, and outside resource persons. There were six dimensions of bonding: commitment (relevance, stake, and competence); attachment (warmth and empathy); belief (need for rules, fairness, and predictability of the legal system); positive labeling (emphasis on real student contributions, treating students as competent); equality of opportunity (encouragement of participation of all students', allowing students time to show their competence); and student interaction with their peers (structured cooperative learning, rewarding interaction among students).

Students in every observed Michigan high school class showed great enthusiasm for group exercises and every teacher was rated highly in pro-

moting active student participation. Teachers promoted student discussion, worked repeatedly at sharpening students' skill at hearing one another, structured activities so that all students could play key roles, avoided domination by a few students, and used a variety of strategies for bringing quieter students into discussions. The Class that received high ratings on group/cooperative learning was characterized by well-managed group work, especially the fostering of true task interdependence while working in groups. Furthermore, controversial issues were effectively treated by teachers in the more highly rated classes, students learned skills to deal with such issues, and the teachers deliberately introduced such issues into class. Teachers' reactive management techniques were adequate in most cases, but in one instance led to considerable time off task. Finally, the teachers at this site seemed to promote bonding opportunities among the students. Students saw the material as relevant, perceived the teacher as a warm human being, and understood the need for rules and laws; they seemed to enjoy a class setting in which each of them could participate equally and without being labeled by their teachers or other students.

In Los Angeles, two of the three junior high teachers promoted active participation in discussions. Although one class was quite large, the teacher was able to search out student contribution from throughout the room. The second encouraged participation by room arrangement, by questioning reluctant students, and by encouraging student-to-student interchanges. The third teacher tended to dominate discussions or to call on the more verbal students. Small group work was tried by two of the three teachers, with great success in one case, with less success in the other. The primary characteristic of the successful group work was that several class periods were devoted to discussing the roles and developing the role play. Controversy was rarely if ever introduced and no special skills for dealing with such issues were explicitly taught. Reactive management was not required in two classes, but was poorly done in the third where the teacher's remarks were disruptive and took time away from learning tasks. Finally, the junior high teachers promoted bonding with their students to an uneven degree. One teacher did an excellent job of making material relevant, providing opportunities for interaction, and giving positive feedback to students. In another class the teacher frequently tried to involve unresponsive students by saying "let's hear from some others" and "let's see lots of hands." But this teacher did not follow through by probing students' opinions.

In Los Angeles elementary classrooms, three teachers were highly rated in promoting active student participation. Each was accomplished at making certain students listen to other students. In the fourth class, students often "talked over" one another as there were no ground rules for participation. Group work, used by every elementary teacher, promoted student participation. Three teachers also had students work in pairs. In the class rated as moderate on this variable, the teacher did not monitor the students' groups to insure active participation by all group members. Controversial issues arose in only one of the four elementary classes and in that case the teacher did an excellent job of letting students air their positions. Three of the four elementary classes required no reactive management. In the fourth, students were frequently on their feet, roaming around off task, or in and out of the room for other school activities. Opportunities for bonding occurred frequently in the elementary classrooms. In these classes, the most common incidents were in the areas of commitment (particularly relevance) and positive labeling (specific and realistic praise). There were opportunities for interaction and teachers encouraged active participation by everyone. In one classroom bonding was rated low; the teacher placed no importance on the task at hand and promoting little active student participation.

In Loveland, Colorado, teachers received high ratings on each dimension within this category of analysis with one exception: Teachers were able to promote moderate to high levels of participation in most classes, although some classes exhibited high proportions of instructor talk. Obviously, some material can be imparted to students more readily with lectures and other nonparticipation approaches. Lecturing by police officers was the greatest single reason why students were not actively participating in a day's lesson. In many classes, group work was skillfully done. Three to five students composed groups most of the time and the teacher formed groups on the basis of mixed abilities. Teachers promoted genuine task interdependence and occasionally reward interdependence was built into the group work. Teachers in Loveland handled controversial issues extremely well and gave their students skills by which they could better deal with such issues. Teachers constantly stressed basing opinions on fact, not emotions, and in one instance, lesson grade was based upon how well students' positions were supported by the facts at hand. Reactive management was rarely required in

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Loveland classes, but when necessary, class decorum was preserved with no task time lost. Finally, Loveland teachers received extremely high ratings for promotion of bonding. Students perceived teachers and police officers to be delivering relevant material, and rapport was established between students and teachers and police officers. Student belief was affected positively by presenting well-balanced presentations and by reinforcement of the need for rules. Loveland teachers also promoted equality of opportunity for students and exhibited appropriate wait time so all students could respond to probes. Teachers did well with getting students who did not normally participate involved in lessons and stressed the need for students to "hear others out."

Considering the specific problems encountered in Fayetteville (especially shortage of curriculum materials), a relatively high degree of student participation was achieved. Several teachers did better than others, usually because they were more skilled at small group work and were able to use this method more often. Fayetteville teachers did quite well on the dimension of reactive management with seven of ten getting the highest rating possible. When the students were involved in the subject matter and activity of the day, reactive management was unnecessary. Fayetteville teachers did very well in promoting a sense of bonding with students. In several cases, the students were given a sense of class ownership, there was rapport between students and teachers, teachers labeled students in a positive, encouraging manner, students were made to feel their contributions were equal to those of other students, and students were put in situations in which they desired to interact with other students for constructive purposes.

Impact of Law-Related Education on Students

Overview

Evaluation of the effects of LRE on students occurred in spring of 1981, fall of 1982, and fall of 1983. The research included questionnaires administered to students at the start and end of semesters, use of comparison classes, and classroom observations. Sixty-nine classes in 36 schools were in the study. In successive years, both the quality of the courses evaluated and the quality of the research improved.

The number of variables assessed through questionnaire responses ranged from 26 in 1981 to 42 in 1983. In the selection of variables to measure, factors known to be related to law-abiding or delinquent behavior received first priority. Many of these dimensions pertain directly to schooling and are of interest on purely educational grounds. The set of measures chosen includes attitudes toward school and teachers, homework habits, perceived fairness of grades and discipline, classroom interaction, attentiveness in class, and gains in knowledge. In addition, the measures of behavior, attitudes toward deviance and personal violence, perceptions of police and judges, and peer relationships are relevant to good citizenship, another concern of educators.

With respect to delinquency, the general summation of findings remained the same for each year of the study: When properly implemented, LRE can serve as a deterrent to delinquent behavior. Better courses and better research make this perennial conclusion more defensible today than it was two years ago, and the features that constitute "proper implementation" now can be specified more precisely.* To say that "LRE reduces delinquency" seriously misstates a conclusion of the study. Today as in 1981, very diverse courses and events bear the name "LRE." Even classes having identical course descriptions may differ drastically in practice. A belief that everything called LRE will have a uniform effect on students' behavior or perceptions is unreasonable. From the standpoint of delinquency prevention, some LRE classes in the study clearly demonstrated significant favorable impact. Less powerfully (due to less stringent design), the research also identified both ineffective LRE classes and harmful ones.

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*Chapter 4 of this report describes those features.

Despite their diversity, the classes studied produced a few outcomes with striking regularity. In virtually all LRE classes (even the few judged "harmful"), students' factual knowledge of the law and legal processes increased significantly. The vast majority of LRE classes received superior ratings from students (relative to comparison classes) as being "really helpful" and "better than most other courses taken." In addition, the grades that students would give their teachers were much higher in nearly all LRE classes than in comparison classes. In sum, LRE in many forms is likely to appeal to students and increase their factual knowledge. There is less latitude, however, when course objectives include improving student attitudes, perceptions, and behavior.

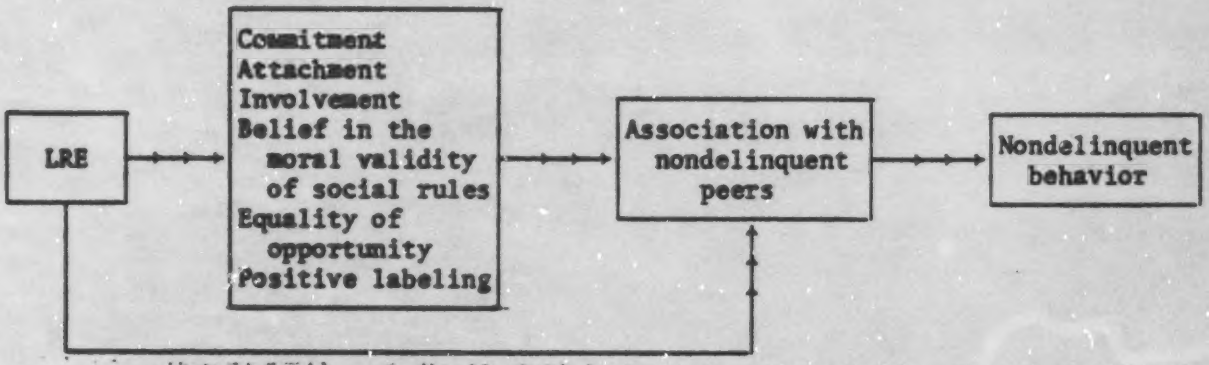
What follows is a brief review of methods and findings from the entire study, then a more detailed account of results obtained in fall, 1983.

Methods

With the aim of adding to the prospects for giving credible and useful advice (formative evaluation) and as a means of addressing threats to the validity of the findings, evaluators combined student impact testing with interviews, questionnaires, and direct observations involving a broad range of participants. Members of the evaluation team interviewed teachers, school administrators, community resource people, and others who have participated in the classroom. They observed in experimental and comparison classrooms, in training sessions, and in district seminars.

Grounds for expecting LRE to reduce delinquent behavior come from social control, labeling, and strain theories. These theories contain a number of elements established by previous research as causally related to law-abiding behavior; the elements were defined in Chapter 1 of this report and appear in the diagram below.

Figure 1: Potential Links Between LRE and Behavior



Most of the outcome measures used in the student impact tests are operationalizations of the elements in the diagram. The greater the degree to which these elements are present, the less a young person's need to obtain personal rewards from delinquent peers and the less the likelihood that delinquent behavior will ensue.

In addition to scales derived from the theoretical model, the student impact questionnaires included:

A test of knowledge about the law and principles underlying the legal system, varied to suit the particular curriculum in use at each school.

A series of 21 self-report items to assess the frequency with which a subject had committed each of 11 types of offense during the preceding semester.

Items allowing students to rate their course.

At one site in 1982 and 1983 (for a total of 12 LRE classes), the evaluators obtained random assignment of students between LRE and control classes. In the closest approximation to a truly experimental design that the evaluators were able to negotiate elsewhere, the project called for the selection of experimental and comparison classes of comparable age, sex, ethnic, and academic characteristics in each site. The students in each class at these sites were, however, assigned by the usual student placement process in their respective schools, and were neither randomly assigned nor matched. Problems associated with imperfect match led the evaluators (in 1981) to perform separate analyses for male and female students and (in 1982 and 1983) to pretest more classes than they intended to study, deleting at the beginning of the semester the pairs of classes in which experimental and control subjects were least comparable.

In analyzing longitudinal data from the questionnaires in 1981, residual gain analysis was used to control for the effect of time-1 (pretest) scale scores and behavior frequencies on changes during the semesters studied. To assess differences between an LRE and a control class, mean residual gains for all students in the respective classes were compared; t-tests were applied to determine which differences of means were statistically significant. In 1982 and 1983, multiple regression analysis was used to control for the effects of both time-1 scores and age. In the analysis, the time-2 score or frequency was treated as the dependent variable, with time-1 score and age specified as the first two independent variables to enter the analysis. Only then did the LRE/non-LRE variable enter the equation. As a consequence, the analysis showed how much additional effect LRE had, over and above the effects of pretest score and age. For measures administered only at time-2 (e.g., rating of the course just completed), t-tests were used to determine whether the experimental and comparison group means differed significantly.

At the site with a true experimental design, the evaluators conducted a four-month followup study of those in the 1982 study. Experimental and control subjects completed a third questionnaire at the end of the semester following the one in which LRE was offered. Multiple regression analysis was used to determine the degree to which the effects of LRE shown at time-2 still were in evidence four months later.

Findings from 1981 and 1982

The limited classroom study in 1981 produced the first outline of features likely to distinguish successful LRE classes from unsuccessful ones. Seven LRE classes were subjects of both testing and observations. Analysis of each kind of data proceeded independently: until the tallies were complete, neither the person computing quantitative outcomes nor the person assembling information collected by observers was privy to the other's data. Before sharing any information, both staff members ranked the seven classes from most to least effective. One ranking was based on numerical questionnaire results only, the other on observers' predictions of probable success only. In terms of the match between experimental and comparison subjects, number of classes, amount of time spent observing, and the method for handling longitudinal data (residual gain), the 1981 research was the least

stringent part of the three-year study. Nevertheless, the two independent rankings corresponded for six of the seven classes. The more that observed classroom practices led to a prediction of favorable impact on student attitudes and behavior, the more that such impact was in evidence in the quantitative analysis. Thus, the evaluators were able to suggest certain training and classroom practices likely to be associated with future success of an LRE course.

Three additional LRE classes were subjects of testing only that year, making a total of ten. Despite relatively uniform knowledge gains across classes, overall results with respect to student attitudes and behavior were a mix of good and bad news. The apparent net effect on these measures was favorable in four classes, unfavorable in four, and undiscernible in the remaining two. The principal value of the findings was formative. Indications of what made some classes successful were the basis for advice on how to make improvements. The shock of learning that LRE did not always perform as hoped gave cause for listening to that advice.

In 1982, the evaluators analyzed quantitative and observational data from 30 LRE classes. In three of these classes (at Bill Reed Junior High School in Colorado), experimental and control subjects had been randomly assigned--creating the first opportunity for a truly experimental design. For students in these classes, there were 14 statistically significant effects (.05, one-tailed test) out of 32 possible. All 14 effects were in a favorable direction; i.e., reduction of delinquency or improvement in antecedents of nondelinquent behavior among LRE students. In addition, there were nine trends which did not reach statistical significance; eight of the nine were also in a favorable direction. At time-3 followup--four months after completing the course--LRE students maintained or increased their advantage over control subjects with respect to 12 of the 14 significant effects and 6 of the 8 favorable trends (as well as maintaining the one unfavorable trend).

At the remaining 27 sites, both the significant differences between LRE and comparison classes and nonsignificant trends suggest that these classes, too, were effective in more ways than not; lack of strong equivalence at some sites, however, leaves these latter findings open to question. In the multiple regression procedure used, effects that could be due either to LRE or to time-1 differences between experimental and comparison groups

are attributed to the latter. Where time-1 differences between the groups are substantial on a given measure, the prospects that LRE will demonstrate an effect (either favorable or unfavorable) are small.

Findings from 1983

The principal basis for assessing the impact of LRE was information collected at the start and end of the fall 1983 semester from 857 sixth through eleventh grade students. (This number does not include the 248 ninth-graders who participated in a separate study of the effects of teacher training and experience reported in an earlier section of this chapter.) Table 3 shows the breakdown between experimental and comparison subjects by grade level.

TABLE 3: Number of Classes and Students in the Impact Portion of the Study

Grade	Number of Schools	Number of Classes		Number of Students		Instructor IDs (See Tables
		LRE	Comparison	LRE	Comparison	
6th	3	4	4	98	78	Elementary A,B,C,D
8th	2*	2	2	63	66	Junior High C,D
9th	2*	10	3	264	76	Junior High A,B,E
10th	1	3	3	79	50	High School B,C
11th	1	2	2	43	40	High School A
Total	8*	21	14	547	310	

*At one school, both an eighth and a ninth grade class were studied.

Findings Based on a True Experimental Design. Extraordinary cooperation received from school administrators and staff permitted the evaluators to use a true experimental design to assess impact of the nine ninth-grade LRE classes taught at one junior high school. Because findings based on this design are more defensible (and in this instance more dramatic) than the quasi-experimental findings obtained at other sites, they merit separate discussion.

Before the start of the semester, an evaluation staff person applied a table of random numbers to the entire roster of ninth-graders at this school to determine the assignment of each student to one of the three courses: LRE taught by Instructor A (five sections), LRE taught by Instructor B (four sections), or traditional civics without LRE (two sections). Students assigned to traditional civics were the control group.

Random assignment between experimental (LRE) and control classes avoided a research weakness encountered in other schools in the national study, where either steering by counselors of certain students into LRE or (in the case of elective courses) self-selection could result in something other than a representative cross-section of students enrolling in LRE. Random assignment between the two experimental groups made it possible to assess the effects of any unplanned differences between the two LRE teachers' courses.

Of further benefit to the research was the way in which LRE was implemented at that school. For several years, the school has trained its teachers in innovative strategies and encouraged their use in the classroom. The LRE and control teachers in this study all were skilled in techniques to promote high student involvement and interaction in the learning process, mastery learning, and student team learning. With general quality of instruction held constant across classes, differences in outcomes between experimental and control students would represent the unique impact of LRE as a subject over and above the impact of superior instructional techniques.

The principal distinguishing characteristics of LRE were the content covered, activities associated with that content, and use of outside resource persons (police officers) in the classroom. The activities included mock trials, police ridealongs, home security audits, and students' taking the roles of police and other professionals in the justice system.

Through negotiations with the chief of police, the school principal obtained commitment of eight officers to the LRE program for the entire semester. This made it possible for at least one officer to participate three days a week in each LRE class. Teachers and police officers received three days of joint training prior to the start of the semester. Subsequently, the officers were able to assist in instruction by developing lesson plans; presenting topics such as search and seizure, DUI, preventing sexual assault, and being a good witness; interacting with students and teachers around controversial issues; and providing first-hand knowledge related to textbook content.

In Table 5, the columns headed "Instructor A: 5 (classes)" and "Instructor B: 4 (classes)" display the effects of LRE for the nine classes. For the 32 measures administered at the beginning and end of the

semester (those not in italics), the figures shown in the table represent the additional effect of LRE, over and above the effects of pretest scores. For the ten measures administered only at the end of the semester (shown in italics), the figures are the differences between LRE and control group means. Out of the total of 42 possible effects for each set of classes, there were 18 effects that were favorable and statistically significant at .05 for the classes taught by Instructor A and 24 for those taught by Instructor B. This is ten times the number of favorable outcomes expected to occur by chance (42 effects out of 84, compared with 4.2--or 5 percent--expected to occur by chance). In addition, there were another nine favorable outcomes (five for Instructor A and four for Instructor B) with significance levels between .05 and .10. There was no dimension affected unfavorably in either instructor's classes.

In short, students who received LRE wound up better off than students who did not on most of the dimensions measured and worse off on none. Information contained in Table 5 permits estimation of the magnitude of LRE students' advantage over control subjects. The effects shown for behavior (32-42 in the table) are average frequencies per LRE student. Multiplying those figures by the number of students in each set of classes gives an estimate of the impact of the program on certain types of delinquency. According to this computation, for example, the program resulted in 648 fewer school rule infractions at that school [(2.72 x 133) + (2.70 x 106)] and 107 fewer acts of vandalism [(0 x 133) + (1.01 x 106)].

The remaining measures (1-31) do not translate into concrete acts, but their approximation to normally distributed variables permits an alternate estimate of magnitude. Dividing a given effect by the control group standard deviation (and referring to a table showing areas under a normal curve) is a way to identify the approximate standing relative to control subjects of an "average" LRE student. For 30 percent of the possible outcomes, this computation indicates that LRE students surpassed at least 70 percent of control subjects (effect of LRE = .52 or more standard deviation units). For another 28 percent of the possible outcomes, LRE students surpassed between 60 and 70 percent of control subjects (effect = .25 to .51 standard deviation units). There was no outcome in which control subjects surpassed LRE students.

For 10 of the 11 behavior categories and 25 of the 31 other outcomes, the effects for the two sets of classes (Instructor A and Instructor B) parallel each other. The single nonparallel behavioral effect is of particular interest. Frequency of vandalism (36) showed a significant reduction for classes taught by Instructor B, but no effect for classes taught by Instructor A. Instructor B had included two lessons on this topic. In one, students discussed the use of Halloween as a rationalization for damaging property; in the other, students came to recognize vandalism as an indication of disloyalty to their school.

Comparision of the 1983 findings with those obtained a year earlier at this school (also with a true experimental design) suggests a possible unintended consequence of police participation in the program. Although LRE students again displayed gains relative to those in control classes in favorable attitudes toward police (16), the control students at the end of the fall 1983 semester scored as high on this measure as the LRE students had scored in the pilot program (two sections) the year before. Since the bulk of ninth-graders were receiving LRE in 1983, word-of-mouth may have resulted in a spread of this favorable effect to students who did not have direct classroom experience with police officers. Also, the LRE classrooms were located close to the control classroom in the same school corridor; all ninth-grade students would have become accustomed to the regular presence of police for reasons that had nothing to do with trouble.

The numerous uniformly favorable outcomes of the LRE program at this junior high school surpass those obtained elsewhere. A superior research design increased the prospects for identifying effects (both favorable and unfavorable), but most of the difference in outcomes appear due to quality of implementation. Distinguishing this program from many less successful ones were the extensive use of outside resource persons, the activities used to engage students, the choice and way of presenting illustrative material, and strong administrative support. In sum, the evaluators' observation of training and classrooms, logs submitted by teachers, and discussion with the principal indicate that the features associated with favorable impact on the dimensions measured were present to an extraordinarily high degree at this school.

What are the prospects for repeating the program just described elsewhere? This school is unusual, but not in ways that are impossible to

replicate. What sets it apart most are not demographic characteristics, but eagerness of its personnel to experiment with innovative courses and teaching strategies and their willingness to tolerate scheduling inconvenience for the sake of research to assess accurately what works and what does not. Located about halfway between Denver and the northern Colorado border, it is one of three junior high schools in its district. Seventeen percent of its 880 students come from low income families (as gauged by eligibility for subsidized school lunches) and 11 percent are minority. (For comparison, percentages for all schools in the main impact study appear in Table 8.) The prospects for replicating this program elsewhere depend less on demographic characteristics than on the feasibility of obtaining the seven conditions associated with institutionalization of LRE at the local level, as described in the final section of this chapter.

Findings From All Sites. Tables 4, 5, and 6 display outcomes for each teacher's class or set of classes at high school, junior high, and elementary levels, respectively. Although varying in number and magnitude, outcomes obtained in 19 of the 21 classes studied were either predominantly or entirely favorable.

For the five high school classes, significant favorable outcomes (those marked with an asterisk in Table 4) on the average exceeded the number expected to occur by chance by a ratio of nearly six to one and outnumbered unfavorable effects by more than seven to one. As reported in the preceding section, 9 of the 12 junior high classes had dramatic, uniformly favorable outcomes. In two of the remaining junior high classes (columns C and D in Table 5), favorable effects exceeded the number expected by chance and outnumbered unfavorable effects, but by a much smaller margin. In the remaining junior high class (column E in Table 5), favorable effects just equaled chance expectations and were exceeded slightly by unfavorable effects. The same is true of one elementary class (column D in Table 6). In the other three elementary classes (columns A, B, and C in Table 6), the significant effects were uniformly favorable and exceeded chance expectations by ratios of from four- to six-to-one.

Based on the classes in this study, some of the dimensions measured appear far more amenable than others to effects from LRE. Thirty of the 42 possible outcomes showed favorable effects (significant at .05 or .10) in four or more LRE classes out of 21. Only one outcome was affected unfavor-

TABLE 4

IMPACT OF LRE CLASSES ON HIGH SCHOOL STUDENTS, FALL 1983 (5 CLASSES)

Outcome Measured	Desired Effect	Effect of Law-Related Education (Instructor: Number of Classes) (A: 2) N= 43	(B: 1) N= 25	(C: 2) N= 54			Aggregate Mean	Std. Dev. (control σ)	#of Classes w/ Fav Eff	Zero Eff	Unfav Eff
EFFECTS OUTSIDE THE THEORETICAL MODEL											
1. Factual knowledge of the law and legal processes.	+	+10.7*	+7.9*	+5.0*			66.5	13.0 (13.1)	5	0	0
2. Frequency of telling parents about something useful learned in a class.	+	0	+1.96*	+1.33*			3.64	2.99 (3.01)	3	2	0
3. Praise received at home for something done in school.	+	0	0	0			3.29	1.15 (1.23)	0	5	0
4. *Grade students would give their teacher for this course.*	+	+ .47*	+ .68*	+ .52*			3.36	.79 (.86)	5	0	0
5. *Students' rating of this course relative to others (better, same, worse).*	+	+ .51*	+ .91*	+ .83*			2.53	.65 (.69)	5	0	0
THEORY-BASED CORRELATES OF BEHAVIOR											
COMMITMENT											
6. Perceived opportunities for demonstrating competence to teachers.	+	0	0	+ .24			3.86	.69 (.77)	2	3	0
7. Importance of doing well and being regarded as a good student in school.	+	0	0	0			2.73	.41 (.40)	0	5	0
8. Importance of doing well and being regarded as a good student in this class.	+	+ .15*	0	0			2.48	.44 (.43)	2	3	0
9. *Students' rating of this course as being really helpful.*	+	+ .21	+ .67*	+ .61*			2.35	.61 (.61)	5	0	0
ATTACHMENT											
10. Really liking some teachers and believing they care about you as a person.	+	+ .38*	+ .23*	0			3.77	.66 (.71)	3	2	0
11. Support offered by teachers to build your interest and help you.	+	0	0	0			3.10	.72 (.74)	0	5	0
INVOLVEMENT											
12. Timely completion of assignments and coming to class prepared to participate.	+	0	0	0			3.66	.60 (.66)	0	5	0
13. Amount of time spent doing homework.	+	0	0	0			3.47	1.47 (1.63)	0	5	0
14. *"Clockwatching" in this class.*	-	-1.55*	-1.52*	-1.11*			3.00	1.20 (1.00)	5	0	0
15. *Encouragement from the teacher in this class of special projects by students.*	+	+ .56*	+ .50*	+ .69*			3.19	.95 (.95)	5	0	0
BELIEF											
16. Favorable attitudes toward police.	+	0	- .29*x	0			2.85	.79 (.78)	0	4	1
17. Belief that judges try to be fair and just.	+	0	+ .43*	+ .26			3.80	.87 (.92)	3	2	0
18. Unfavorable attitudes toward deviance.	+	0	0	0			3.33	.55 (.60)	0	5	0
19. Favorable attitudes toward personal violence.	-	0	0	+ .25*x			2.20	.72 (.69)	0	3	2
20. Rationalizations that delinquent behavior is acceptable sometimes.	-	0	0	0			2.04	.61 (.61)	0	5	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10)

x = Unfavorable effect.

Table 4 (cont.)

Outcome Measured	Desired Effect	Effect of Law-Related Education (Instructor: Number of Classes) (A: 2) (B: 1) (C: 2)					Aggregate Mean	Aggregate Std. Dev. (control)	# of Classes w/ Fav Eff	# of Classes w/ Zero Eff	# of Classes w/ Unfav Eff
		n= 43	n= 25	n= 54							
EQUALITY											
21. Belief that you are treated fairly in school with respect to rules, grades.	+	0	0	0			4.20	.59	0	5	0
22. *Perception that the rules in this class have applied the same to everybody.*	+	+ .30*	+ .52*	+ .51*			4.33	.72 (.81)	5	0	0
23. *Perception that the teacher in this class grades fairly.*	+	0	+ .68*	+ .27			4.21	.84 (.89)	3	2	0
LABELING											
24. Your parents would agree that you get into trouble, are a bad kid.	-	0	0	0			2.03	.75 (.91)	0	5	0
25. Your teachers would agree that you get into trouble, are a bad kid.	-	0	0	- .26*			1.83	.77 (.85)	2	3	0
26. Your friends would agree that you get into trouble, are a bad kid.	-	0	0	+ .22x			2.07	.86 (.90)	0	3	2
PEER RELATIONSHIPS											
27. Delinquent peer influence.	-	+ .21*x	0	0			2.11	.67 (.66)	0	3	2
28. Exposure to delinquent peers.	-	0	0	0			1.86	.64 (62)	0	5	0
29. *Students in this class willing to help one another with questions, course work.*	+	0	+ .44*	+ .46*			3.74	.85 (.95)	3	2	0
30. *When other students speak in this class, they have something worthwhile to say.*	+	+ .71*	+ .82*	+ .88*			3.76	.86 (.91)	5	0	0
31. *The other students in this class pay attention when you are talking.*	+	0	+ .76*	+ .84*			3.74	.77 (.86)	3	2	0
FREQUENCIES OF DELINQUENT BEHAVIOR											
32. School rule infractions (cheat on tests, skip school, and two more).	-	0	0	0			6.12	5.45 (6.51)	0	5	0
33. Drinking alcohol.	-	0	0	0			4.09	4.04 (3.68)	0	5	0
34. Violence against other students (using knife, rock, or stick).	-	0	0	0			.21	1.14 (1.23)	0	5	0
35. Minor theft (steal less than $50, joyride).	-	0	+ .45*x	0			.73	2.21 (2.11)	0	4	1
36. Vandalism (damage or destroy school or public property).	-	0	0	- .46*			.72	1.67 (1.82)	2	3	0
37. Go out with a group planning to fight or break the law.	-	- .51	0	0			.78	2.06 (2.39)	2	3	0
38. Other status offenses (lie about age, run away).	-	0	0	0			1.80	2.73 (2.70)	0	5	0
39. Index offenses (strong-arm, break and enter, car theft, and two more).	-	- .34*	0	0			.38	1.79 (1.49)	2	3	0
40. Minor fraud (avoid paying for food, movies, shows).	-	- .54	0	0			.80	1.77 (2.14)	2	3	0
41. Smoking marijuana.	-	0	0	0			1.83	3.38 (2.81)	0	5	0
42. Hard drug use.	-	0	0	0			.39	1.47 (1.50)	0	5	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10.)

x = Unfavorable effect.

TABLE 5

IMPACT OF LRE ON JUNIOR HIGH SCHOOL STUDENTS, FALL 1983 (12 CLASSES)

Outcome Measured	Desired Effect	Effect of Law-Related Education (Instructor: Number of Classes) (A: 5) N=133	(B: 4) N=106	(C: 1) N= 38	(D: 1) N= 25	(E: 1) N= 25	Aggregate Mean	Aggregate Std. Dev. (control σ)	#of Classes w/ Fav Eff	Zero Eff	Unfav Eff
EFFECTS OUTSIDE THE THEORETICAL MODEL											
1. Factual knowledge of the law and legal processes.	+	+13.5*	+11.3*	+14.3*	+12.5*	+18.9*	69.3	16.0 (15.6)	12	0	0
2. Frequency of telling parents about something useful learned in a class.	+	+ .86*	+1.48*	0	0	0	3.73	3.15 (3.34)	9	3	0
3. Praise received at home for something done in school.	+	0	+ .29	+ .34	0	0	3.67	1.12 (1.21)	5	7	0
4. *Grade students would give their teacher for this course.*	+	+ .96*	+1.00*	0	+ .39*	0	3.29	.94 (.85)	10	2	0
5. *Students' rating of this course relative to others (better, same, worse).*	+	+ .49*	+ .53*	0	0	0	2.24	.70 (.68)	9	3	0
THEORY-BASED CORRELATES OF BEHAVIOR											
COMMITMENT											
6. Perceived opportunities for demonstrating competence to teachers.	+	+ .40*	+ .45*	+ .33*	0	0	3.79	.75 (.83)	10	2	0
7. Importance of doing well and being regarded as a good student in school.	+	0	0	0	0	+ .10	2.63	.38 (.36)	1	11	0
8. Importance of doing well and being regarded as a good student in this class.	+	+ .11	0	0	0	+ .16	2.53	.43 (.43)	6	6	0
9. *Students' rating of this course as being really helpful.*	+	+ .52*	+ .55*	- .19x	0	0	2.28	.58 (.57)	9	2	1
ATTACHMENT											
10. Really liking some teachers and believing they care about you as a person.	+	+ .37*	+ .45*	0	0	- .50*x	3.69	.86 (.93)	9	2	1
11. Support offered by teachers to build your interest and help you.	+	0	+ .34*	0	0	0	3.21	.81 (.78)	4	8	0
INVOLVEMENT											
12. Timely completion of assignments and coming to class prepared to participate.	+	+ .22*	+ .16*	0	0	0	3.70	.62 (.63)	9	3	0
13. Amount of time spent doing homework.	+	+ .24	+ .30*	0	+ .77*	0	3.00	1.19 (1.28)	10	2	0
14. *"Clockwatching" in this class.*	-	- .89*	-1.22*	0	0	0	3.29	1.07 (1.12)	9	3	0
15. *Encouragement from the teacher in this class of special projects by students.*	+	+ .54*	+ .73*	- .39*x	+ .54*	- .52*x	3.25	1.05 (1.06)	10	0	2
BELIEF											
16. Favorable attitudes toward police.	+	+ .16	+ .28*	+ .23	0	0	3.36	.80 (.78)	10	2	0
17. Belief that judges try to be fair and just.	+	0	0	+ .41*	0	+ .65*	3.89	.95 (.97)	2	10	0
18. Unfavorable attitudes toward deviance.	+	0	0	0	0	0	3.48	.52 (.53)	0	12	0
19. Favorable attitudes toward personal violence.	-	- .20*	- .34*	+ .26*x	0	+ .34*x	2.33	.86 (.83)	9	1	2
20. Rationalizations that delinquent behavior is acceptable sometimes.	-	0	- .25*	0	0	0	1.99	.69 (.71)	4	8	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10)

x = Unfavorable effect.

Table 5 (cont.)

Outcome Measured	Desired Effect	Effect of Law-Related Education (Instructor: Number of Classes) (A: 5) N=133	(B: 4) N=106	(C: 1) N= 38	(D: 1) N= 25	(E: 1) N= 25	Aggregate Mean	Aggregate Std. Dev. (controls)	# of Classes w/ Fav Eff	Zero Eff	Unfav Eff
EQUALITY											
21. Belief that you are treated fairly in school with respect to rules, grades.	+	+ .42*	+ .51*	0	0	0	4.12	.75 (.85)	9	3	0
22. *Perception that the rules in this class have applied the same to everybody.*	+	+ .63*	+ .84*	+ .61*	+ .34*	0	4.09	.97 (1.11)	11	1	0
23. *Perception that the teacher in this class grades fairly.*	+	+ .97*	+1.05*	0	0	0	4.03	1.01 (1.11)	9	3	0
LABELING											
24. Your parents would agree that you get into trouble, are a bad kid.	-	0	- .17	0	0	0	2.00	.77 (.83)	4	8	0
25. Your teachers would agree that you get into trouble, are a bad kid.	-	0	0	0	0	0	1.97	.87 (.92)	0	12	0
26. Your friends would agree that you get into trouble, are a bad kid.	-	0	0	0	0	0	2.08	.99 (.95)	0	12	0
PEER RELATIONSHIPS											
27. Delinquent peer influence.	-	0	0	0	0	0	2.19	.84 (.82)	0	12	0
28. Exposure to delinquent peers.	-	0	0	0	0	0	1.71	.69 (.63)	0	12	0
29. *Students in this class willing to help one another with questions, course work.*	+	0	+ .35*	+ .63*	0	0	3.60	.92 (.97)	5	7	0
30. *When other students speak in this class, they have something worthwhile to say.*	+	+ .36*	+ .57*	+ .55*	+ .46	0	3.69	.83 (.87)	11	1	0
31. *The other students in this class pay attention when you are talking.*	+	+ .32*	+ .51*	+ .32	0	- .42*x	3.59	.82 (.86)	10	1	1
FREQUENCIES OF DELINQUENT BEHAVIOR											
32. School rule infractions (cheat on tests, skip school, and two more).	-	-2.72*	-2.70*	0	-2.13	0	4.86	5.75 (6.99)	10	2	0
33. Drinking alcohol.	-	- .82*	- .94*	0	0	0	2.65	3.46 (3.58)	9	3	0
34. Violence against other students (using knife, rock, or stick).	-	0	0	0	- .38	0	.14	.60 (.52)	1	11	0
35. Minor theft (steal less than $50, joyride).	-	0	0	0	-1.17*	0	1.38	3.25 (3.80)	1	11	0
36. Vandalism (damage or destroy school or public property).	-	0	-1.01*	+ .71*x	0	- .67	1.20	2.87 (3.81)	5	6	1
37. Go out with a group planning to fight or break the law.	-	- .45	- .39	0	0	0	.74	1.74 (2.10)	9	3	0
38. Other status offenses (lie about age, run away).	-	0	0	0	0	0	1.35	2.42 (2.02)	0	12	0
39. Index offenses (strong-arm, break and enter, car theft, and two more).	-	0	0	0	+ .36*x	0	.52	1.73 (1.80)	0	11	1
40. Minor fraud (avoid paying for food, movies, shows).	-	- .35	- .41	0	0	0	.79	1.82 (2.00)	9	3	0
41. Smoking marijuana.	-	0	0	+ .53x	0	0	.90	2.36 (1.98)	0	11	1
42. Hard drug use.	-	0	0	0	0	0	.22	1.07 (1.19)	0	12	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10.)

x = Unfavorable effect.

TABLE 6

IMPACT OF LRE ON ELEMENTARY SCHOOL STUDENTS, FALL 1983 (4 CLASSES)

Outcome Measured	Desired Effect	Effect of Law-Related Education (Instructor: Number of Classes) (A: 1) N= 25	(B: 1) N= 23	(C: 1) N= 25	(D: 1) N= 25	Aggregate Mean	Aggregate Std. Dev. (control σ)	# of Classes w/ Fav Eff	Zero Eff	Unfav Eff
EFFECTS OUTSIDE THE THEORETICAL MODEL										
1. Factual knowledge of the law and legal processes.	+	+30.9*	+17.8*	+22.5*	+ 7.5*	60.3	20.9 (18.1)	4	0	0
2. Frequency of telling parents about something useful learned in a class.	+	0	0	-1.85x	0	3.58	3.36 (3.34)	0	3	1
3. Praise received at home for something done in school.	+	0	+ .58*	0	0	3.81	1.13 (1.09)	1	3	0
4. *Grade students would give the teacher in this room.*	+	+ .87*	+1.81*	+ .71*	- .48*x	3.26	1.08 (1.27)	3	0	1
5. *Students' rating of things learned in this room as better than things learned in school last year.*	+	+ .23	+ .43*	+ .23*	0	1.81	.39 (.46)	3	1	0
THEORY-BASED CORRELATES OF BEHAVIOR										
COMMITMENT										
6. Perceived opportunities for demonstrating competence to teachers.	+	+ .86*	+ .94*	+ .56*	0	3.89	.95 (1.08)	3	1	0
7. Importance of doing well and being regarded as a good student in school.	+	+ .16*	0	+ .19	0	2.80	.37 (.45)	2	2	0
8. *Students' rating of this class as being really helpful.*	+	+ .18	+ .25*	0	0	1.88	.33 (.35)	2	2	0
ATTACHMENT										
9. Support offered by teachers to build your interest and help you.	+	+ .39	+ .68*	+ .44	0	3.71	.92 (.91)	3	1	0
INVOLVEMENT										
10. *Encouragement from the teacher in this class of special projects by students.*	+	0	0	+ .32*	+ .08	1.84	.37 (.42)	2	2	0
BELIEF										
11. Favorable attitudes toward police.	+	+ .59*	0	- .32x	0	3.67	.85 (.89)	1	2	1
12. Belief that judges try to be fair and just.	+	+ .46	0	0	0	4.01	1.21 (1.26)	1	3	0
13. Unfavorable attitudes toward deviance.	+	+ .21*	0	0	- .11*x	3.62	.56 (.49)	1	2	1
14. Favorable attitudes toward personal violence.	-	0	0	0	0	2.01	.97 (.93)	0	4	0
15. Rationalizations that delinquent behavior is acceptable sometimes.	-	0	0	0	0	1.93	.80 (.79)	0	4	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10.)

x = Unfavorable effect.

Table 6 (cont.)

Outcome Measured	Desired Effect	Effect of Law-Related Education (Instructor: Number of Classes) (A: 1) N= 25	(B: 1) N= 23	(C: 1) N= 25	(D: 1) N= 25	Aggregate Mean	Std. Dev. (control σ)	#of Classes w/ Fav Eff	Zero Eff	Unfav Eff
EQUALITY										
16. Belief that you are treated fairly in school with respect to rules, grades.	+	+ .59*	+1.01*	0	0	4.18	.91 (.98)	2	2	0
LABELING										
17. Your parents would agree that you get into trouble, are a bad kid.	-	0	0	0	0	1.80	.82 (.75)	0	4	0
18. Your teachers would agree that you get into trouble, are a bad kid.	-	0	- .74*	0	0	1.76	.91 (.88)	1	3	0
19. Your friends would agree that you get into trouble, are a bad kid.	-	- .22	- .22	0	0	1.74	.89 (.86)	2	2	0
PEER RELATIONSHIPS										
20. Delinquent peer influence.	-	0	0	0	0	1.97	.90 (1.02)	0	4	0
21. Exposure to delinquent peers.	-	0	0	0	0	1.50	.76 (.78)	0	4	0
22. *Students in this class willing help one another with questions, school work.*	+	0	0	0	0	1.84	.37 (.38)	0	4	0
23. *The other students in this room usually ask good questions.*	+	+ .55*	+ .46*	+ .39*	0	1.84	.37 (.47)	3	1	0
24. *The other students in this class listen to you when you are talking.*	+	0	+ .18	+ .24*	0	1.86	.35 (.39)	2	2	0
FREQUENCIES OF DELINQUENT BEHAVIOR										
25. School rule infractions (cheat on tests, skip school, and two more).	-	-1.38	-1.69	0	+1.29*x	2.31	4.39 (4.05)	2	1	1
26. Drinking alcohol.	-	0	0	0	0	.87	2.37 (2.62)	0	4	0
27. Violence against other students (using knife, rock, or stick).	-	0	0	0	0	.59	2.08 (1.95)	0	4	0
28. Minor theft (steal less than $50, joyride).	-	+ .77x	+1.25x	0	0	1.94	5.04 (5.49)	0	2	2
29. Vandalism (damage or destroy school or public property.	-	0	0	0	0	.89	2.88 (2.91)	0	4	0
30. Go out with a group planning to fight or break the law.	-	- .37	0	0	0	.47	1.59 (1.94)	1	3	0
31. Other status offenses (lie about age, run away).	-	- .35*	0	0	0	.16	.95 (1.42)	1	3	0
32. Index offenses (strong-arm, break and enter, car theft, and two more).	-	0	0	0	0	.92	3.87 (3.21)	0	4	0
33. Minor fraud (avoid paying for food, movies, shows).	-	- .32	0	- .95	+ .18x	.37	1.29 (1.69)	2	1	1
34. Smoking Marijuana.	-	0	0	0	0	.26	1.34 (.79)	0	4	0

*Significant at .05 (one-tailed test). (All other figures are significant at .10.)

x = Unfavorable effect.

TABLE 7. EFFECTS OF LRE OBTAINED MORE OFTEN THAN EXPECTED BY CHANCE RANKED FROM MOST TO LEAST FREQUENT (30 OUT OF 42 ITEMS)

Outcome Measured	ALL LRE CLASSES (5 HS + 12 JHS + 4 Elem) % Having Favorable Effect	% Having Unfavorable Effect	RANGE IN SIZE OF EFFECT *(in control group standard deviation units)*
Factual knowledge of the law and legal processes. (1)	100%	0%	.4-1.7
Perception that the rules in this class have applied the same to everybody.* (22)	94%	0%	.3-.8
When other students speak in this class, they have something worthwhile to say. (30)	90%	0%	.4-1.2
Grade students would give their teacher for this course. (4)	86%	5%	.5-1.2
"Clockwatching" in this class.* (14)	82%	0	.8-1.5
Students' rating of this course relative to others (better, same, worse). (5)	81%	0%	.5-1.2
Encouragement from the teacher in this class of special projects by students (15)	81%	10%	.2-.7
Students rating of this course as being really helpful. (9)	76%	5%	.3-1.1
Perceived opportunities for demonstrating competence to teachers. (6)	71%	0%	.3-.9
Perception that the teacher in this class grades fairly.* (23)	71%	0%	.3-.9
Really liking some teachers and believing they care about you as a person.* (10)	71%	5%	.3-.5
The other students in this class pay attention when you are talking. (31)	71%	5%	.4-1.0
Minor fraud (avoid paying for food, movies, shows). (40)	62%	5%	.2-.6
Amount of time spent doing homework.* (13)	59%	0%	.2-.6
Go out with a group planning to fight or break the law. (37)	57%	0%	.2-.2
School rule infractions (cheat on tests, skip school, and two more). (32)	57%	5%	.3-.4
Frequency of telling parents about something useful learned in a class. (2)	56%	5%	.3-.7
Timely completion of assignments and coming to class prepared to participate.* (12)	53%	0%	.3-.3
Belief that you are treated fairly in school with respect to rules, grades. (21)	52%	0%	.5-1.0
Favorable attitudes toward police. (16)	52%	10%	.2-.7
Importance of doing well and being regarded as a good student in this class.* (8)	47%	0%	.3-.4
Drinking alcohol. (33)	43%	0%	.2-.3
Favorable attitudes toward personal violence. (19)	43%	19%	.2-.4
Students in this class willing to help one another with questions, course work. (29)	38%	0%	.4-.6
Support offered by teachers to build your interest and help you. (11)	33%	0%	.4-.7
Vandalism (damage or destroy school or public property). (36)	33%	5%	.2-.3
Praise received at home for something done in school. (3)	29%	0%	.2-.5
Belief that judges try to be fair and just. (17)	29%	0%	.3-.7
Rationalizations that delinquent behavior is acceptable sometimes. (20)	19%	0%	.4-.4
Your parents would agree that you get into trouble, are a bad kid. (24)	19%	0%	.2-.2

*Measured only at high school and junior high levels (17 classes).

(Note: The numbers in parentheses following the items are those of the outcomes measures as listed on Tables 4 and 5.)

ably this often. Table 7 shows in descending order the percentage of classes having favorable and unfavorable effects on each dimension. That table also displays the estimated range of effect sizes for each outcome (based on the procedure described in the preceding section).

Among the eight schools in the study, comparison of those having LRE classes with more and less favorable outcomes reveals no clear pattern of differentiation according to demographic characteristics. As shown in Table 8, the distribution of school sizes is about the same in both categories. The schools with the highest and lowest percentage of minority enrollment both are in the "more favorable" category. The two schools with the highest percentages of low income students (those eligible for subsidized school lunches) fall into the second category, although the percentage for one of the schools in the first category is only slightly lower. A more pronounced difference pertains to the number of LRE classes and teachers in a given school. All four of the schools with more favorable outcomes offer multiple LRE classes, and three of them each have two LRE teachers (as do the four North Carolina schools in the special study described earlier in this chapter). This is true of only one school having less favorable outcomes. (One of the recommendations for an effective LRE program is for opportunities for collegial peer support among teachers.)

TABLE 8: CHARACTERISTICS OF SCHOOLS HAVING LRE CLASSES WITH MORE AND LESS FAVORABLE OUTCOMES

	School Level	Teacher	Number of LRE Classes	Class ID Numbers	School ID #	School Size*	Minority	Low Income
SCHOOLS HAVING LRE CLASSES WITH MORE FAVORABLE OUTCOMES	High School	A	2	11,12	1	3	70	33
	High School	B C	1 2	13 14,15	2	2	0	8
	Junior High	A B	5 4	16 thru 20 21 thru 24	3	2	11	17
	Elementary	A B	1 1	28 29	6	1	20	0
SCHOOLS HAVING LRE CLASSES WITH LESS FAVORABLE OUTCOMES	Junior High	C	1	25	4	3	47	40
	Junior High	D E	1 1	26 27	5	3	37	15
	Elementary	C	1	30	7	2	50	38
	Elementary	D	1	31	8	1	30	10

*1 = Under 500 students
2 = 500-1000 students
3 = Over 1000 students

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Summary. From 1981 to 1983, evaluators assessed student impact in a total of sixty-nine LRE classes. Although uneven in observed quality, nearly every class studied produced substantial knowledge gains and received higher ratings from students than did comparison classes. The study also showed that LRE can improve students' attitudes, perceptions, and behavior. The proportion of evaluated classes producing significant favorable effects increased over the course of the study. In 1981, there were equal numbers of classes having mostly favorable and mostly unfavorable outcomes; in 1983, 19 out of 21 classes had predominantly favorable outcomes (but still varied substantially in number and magnitude of effects).

Contributing to the differences in findings in succeeding years of the study are improved training of teachers (modified each year as a result of formative feedback to trainers) and increased experience of the teachers who participated in the research. The outcomes obtained in 1983 show what is possible when implementation of LRE approximates a set of specified standards. These findings do not attest to a general nationwide increase in quality of all classes described as "LRE," "citizenship education," or the like.

Neither the strong experimental evidence nor the predominantly favorable quasi-experimental evidence reported here imply that adopting an LRE textbook and offering a course by that name will automatically produce desirable effects. The most successful classes are those which combined practices recognized as conducive to quality instruction of any subject (e.g., checking for understanding and cooperative team learning) with practices recommended specifically for effective LRE (e.g., adept handling of student debate around controversial legal issues and frequent use of prepared outside resource persons).

Law-related content by itself does not improve student attitudes, build good citizenship, or reduce delinquency; but it is a convenient and effective hook upon which to hang a set of features that have the power to achieve these important objectives.

Institutionalization

The goal of the evaluation effort during the past three years has been to assess the extent to which law-related education content and strategies, as embodied in several curricula, have had the effect of preventing and/or

reducing delinquent behavior. An additional area of concern during the second year of the project, and to a lesser degree during the project's third year, was to determine the processes required to assure that appropriate LRE instruction becomes an institutionalized component in the general education curriculum.

Institutionalization of LRE requires that the content, affect, and skills of the program become a well-established, structured part of the curriculum, accepted by all involved. These include students, parents, teachers, administrators, community members, and policy makers. Regardless of level (school, district, county, state), to be institutionalized the program must be self-perpetuating in the sense that it will continue regardless of who the policymakers are, what the buildings look like, how the grade levels are grouped, or how the community changes.

The restructuring or changing of institutional practices at both the building and district levels is critical in achieving institutionalization of LRE. Some institutional change in the short run can take place at the building level if certain conditions are met. It cannot be assumed, however, that change can be permanently maintained until supporting decisions are made at the policy making level--the school district. In some states, where there is considerable central decision making authority, institutionalization cannot take place without the appropriate state level policy making decisions to support the change.

The kinds of supporting structures that can be put together at the state level include legislative mandates and/or state department of public instruction curriculum guidelines, competency testing, inclusion of appropriate textbooks on adoption lists, LRE certification requirements for teachers, curriculum specialists at the state department of education, supportive advisory/influence groups composed of notables from several societal sectors, and a statewide LRE project independent of formal department of public instruction ties.

Year Three Indicators of Institutionalization Efforts

In varying degrees all five of the major organizations involved in LRE (ABA, CRF, LFS, NICEL, PAD) made substantial contributions to institutionalization of LRE in the three of the states--North Carolina, Michigan, and California--in the impact study. Below is a summary listing of some of the

highlights of the projects' institutionalization efforts. These are merely illustrative of numerous efforts by the five organizations.

--American Bar Association sponsorship of state bar association leadership seminars in Michigan, North Carolina, and California.

--Contributions of funds by PAD to the Michigan LRE project, enabling that project to receive other sources of funding which brought the state LRE project budget to $60,000.

--ABA sponsorship of an LRE leadership seminar in conjunction with the National Council for the Social Studies annual conference directed to numerous leadership persons in the field of social studies.

--PAD provision of matching funds used in North Carolina to assist with implementation of the Department of Public Instruction five-year plan for institutionalization of LRE.

--In North Carolina, LRE is no longer treated as an experimental program; itt is a required part of a curriculum, subject to competency testing.

--Through the efforts of CRF, LFS, and NICEL; the inclusion of LRE objectives in the History-Social Science Framework for California Public Schools.

--Through the efforts of CRF, LFS, and NICEL extensive work with ten key leadership persons in ten major California county service units.

--PAD invitations to members of its chapters to become involved in the 1984 California statewide mock trial competition.

--Through the efforts of LFS and CRF; the inclusion of LRE test items in the California Assessment Program (CAP) 8th grade test.

--A resolution by the California State Board of Education recognizing LFS, CRF, and NICEL for law-related education "seminal contributions."

Briefly stated, the contributions of the five major organizations cannot go unnoticed when institutionalization of LRE is examined. These organizations have large networks of resources that can be made available to state and local education agencies. In addition, the organizations have seasoned staffs that can deliver a variety of LRE services.

Institutionalization of LRE at the Local Level

Practitioners reading this document will be most interested in the factors which need to be considered as they think about institutionalization of LRE at the local level. The evaluation staff initially identified 32

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indicators of local level institutionalization. From this list, seven factors were identified as critical to institutionalization of LRE.

As a backdrop to this section, four conditions of permanence (institutionalization) are identified: (1) the practice is accepted as an approved routine in the school by administration, faculty, students, parents, and the school board; (2) money and time are allocated so as to support the practice; (3) new members of the staff and administration are well enough socialized into the "culture" of the practice to sustain it over time; (4) the practice is promoted, and defended if necessary, in terms of compelling values held by many in the school and community.

1. There is a clear, concrete agreement on exactly what the practice of LRE entails. This is particularly true where "concrete" refers to a set of materials, course outlines, and lesson plans explicating the practice of LRE. This agreement creates the context through which the remaining factors of administrator support, multiple trained teachers, curricular congruence, availability of materials, use of resource persons, and documentation of program effects obtain their significance.

2. Administrators actively support LRE by providing LRE teachers with encouragement and professional assistance, approval for programmatic activities, release time for training, and also by advocating the program to other teachers and administrators. Support by an administrator may be characterized as active, entailing the application of personal professional resources, or passive, entailing mere permission for teachers to engage in programmatic activities. The former is likely to lead to instructional practice which is both of high quality and enduring. The latter arguably will be able to claim only practice which is of high quality (based solely on the training and expertise of the LRE teachers). Active support by an administrator can help to make an instructional practice a matter of school policy. This enhances the prospects for cooperative instructional improvement. Passive support is likely to fall short of achieving a collegial approach to instructional improvement and is not likely to engender a higher level of organizational accountability.

LRE creates a greater than average demand--relative to other elementary and high school courses--for utilization of outside resource people as well as for field trips. An administrator's active support for a program can facilitate scheduling such events in a number of ways. These include not

only providing formal approval of them, but cooperating in scheduling class periods so as to maximize the potential for participation by outside professionals (e.g., first thing in the morning or just before lunch); conducting negotiations with, and perhaps preparation of, suitable outsiders as resource persons; and by assisting the LRE teacher in obtaining backup instruction from colleagues for other classes while on a field trip with the LRE class.

An administrator can facilitate professional peer support for LRE teachers. Perhaps more importantly, such support can have an impact on the social relations in the LRE classroom. This prospect is enhanced by an administrator who sees to it that there is a good mix of students available to LRE classes and that school policies are perceived as fair, predictable, necessary, and viable. The cooperation of administrators should affect the relationship between school governance and what is taught about justice in LRE classrooms. This would lessen any contrast which might undermine students' belief in the moral validity of rules, as well as their attachment to school personnel.

Active administrator support is perhaps the most important factor for institutionalizing the practice of LRE in a school since it touches on the remaining factors. An active administrator would play a role in recruiting more teachers into a program, insuring congruence between program practices and the wider curriculum, identifying and obtaining outside resource persons for the program, insuring the availability of LRE materials, and helping to document the known effects of the program.

3. <u>There is more than one teacher trained and teaching LRE in the school</u>. Simply stated, the more people doing something, the better the chances of it being entrenched and, therefore, routinized. It is more likely that time and money will be allocated to LRE instruction if there are a number of teachers involved in it. The maintenance of the practice will be better accomplished through the work of a number of culture-bearers, rather than through the efforts of a solitary heroic figure. It must also be noted that teachers teach one another the practice of teaching. With a number of teachers teaching LRE, the opportunities for discussion of classroom practice, mutual observation and critique, shared preparation and shared participation in instructional improvement are greatly multiplied. Not only will this strengthen the program from an instructional standpoint, it will also benefit the school by making maximum use of its own resources.

An important consequence of having multiple teachers is the availability of and shared expectation for professional peer support. Besides diminishing an individual instructor's sense of isolation, involving a number of teachers in the program will help teachers of other subjects understand the strategies and techniques of LRE. Such awareness can reduce the likelihood of resentment for the occasional "commotion" emanating from the LRE classroom, as well as the likelihood of reacting negatively to students who have difficulty "simmering down" in their next class.

4. There is congruence between strategies and techniques used in teaching LRE and a school's attitude and emphasis throughout its curriculum toward innovative and relevant courses. In order for them to be regarded as routine, it is important that curricular activities and principles of LRE mesh well with those generally present in the school. In a school where the norms of quality instruction do not include involving students in topics with immediate relevance to their lives outside of school--and in a very dynamic way--the practice of LRE will not long be sustained. Administrative support is likely to be passive at best, and collegial support will be hard to obtain. Indeed, LRE students in such a school are liable to be labeled troublemakers. Rather than peer support, an LRE teacher is likely to feel peer pressure to control his/her students. On the other hand, in a school which rewards the teaching of courses having immediate relevance to worldly matters and values highly active students, LRE has much greater prospects for permanence.

Another relevant aspect of congruence between instructional practice and school structure concerns the principles of justice articulated in an LRE class and the policies of governance enforced in a school. This appears important to institutionalizing LRE as a practice only in the extremes, that is, either where there is no congruence between lessons on justice in the classroom and experiences with school rules in general, or conversely, where such congruence has the potential for synergistic or symbiotic effects (e.g., creating a student court).

5. Participating teachers and/or administrators will identify and obtain suitable outside resource persons for LRE classes. Teachers and administrators involved in LRE must expect to use outside resource people in their schools. This practice increases the value of the program. Ease in utilizing resource people requires creating and maintaining shared

expectations about the way the school operates and who will play what role in fulfilling such expectations, since direct negotiation and adequate preparation of such outsiders is necessary to insure their suitability. (Suitability is defined here as an ability to interact with students while presenting appropriate topics for discussion from a position of relevant expertise.)

Interaction between LRE students and persons in the justice and law enforcement professions creates a link between the lessons learned in class and more immediate or vital aspects of those lessons in the larger world. Such interaction provides a reciprocal opportunity for replacing stereotypic categories such as "cop" and "teenager" with more personal images. Students and particular resource persons can come to have an appreciation for each other as persons rather than as symbols of trouble. To the extent that such appreciation is reciprocal, prospects for institutionalization are enhanced by virtue of shared values with consequential constituencies in the community at large.

6. LRE instructional materials are available to all LRE students. Without curriculum materials, even well-trained teachers cannot be expected to deliver the full beneficial impact of LRE to their students. Moreover, students may tend to devalue, or perceive that the school devalues, LRE if they are allowed little or no access to LRE materials. The practice of LRE will not be perceived as routine if access to textbooks is limited to class time, or if sharing texts is necessary, or if texts and collateral materials are wholly unavailable.

7. Participating teachers and administrators can document the known effects of an LRE program. In terms of the conditions of permanence, the promotion and defense of the program in terms of compelling values and the allocation of time and money in support of the practice are the conditions most related to the factor of documenting known program effects. That is, without the ability to document the effects of LRE practice, one can expect the fulfillment of the conditions of permanence to be adversely affected.

Recruitment of additional teachers for the program is enhanced by the ability to document its effects on academic achievement and classroom climate. A program which is popular among students and demonstrates favorable effects on their behavior and on their attitude toward the law and rules in general, stands an improved chance of receiving administrative support

through adequate budgetary and time allocations for program staff and activities. Parental support for the curriculum may be documented since data indicate that students do communicate what they've learned in LRE class to their parents and parents do favorably comment to school personnel about the effects of LRE on their daughters and sons. The LRE program can also promote itself through its ability to document the willingness of community resource persons to become involved in the school.

The types of effects to document include those on the curriculum as a whole, as well as those on the abilities, skills, behaviors, and attitudes of students. The effect of LRE on a school's curriculum should be at least moderately strengthening or enhancing in order to affect favorably the program's prospects for institutionalization. If the program can be shown to have such an effect on the curriculum, one more reason for its continued existence has been demonstrated.

4. RECOMMENDATIONS FOR IMPROVED IMPLEMENTATION

As noted at several points in this report, the LRE classes studied from 1981 to 1983 were uneven both in quality and in the number and magnitude of favorable outcomes obtained. A continuing task of the formative evaluation has been to specify the features that distinguish more successful classes from less successful ones. Contrasts among classes in terms of setting variables (e.g., extent of administrative support), teaching practices, and effects on student attitudes and behavior were especially pronounced in 1981, more so than in succeeding years. Augmented by findings from related school research, observed differences in implementation among the classes studied that year permitted the evaluators to identify tentatively several features whose presence made favorable outcomes more likely for an LRE class. Observation and impact findings from 1982 and 1983 have resulted in modifications and additions to the relatively sketchy initial list of features.

Although arguably self-evident, the advantages of teacher training and experience were the subject of a special experiment involving 8 of the 69 LRE classes in the study. Those results appear in the first section of chapter 3 this report ("Teacher Training and Teaching Experience"). The present chapter will describe and illustrate factors beyond training and experience that contribute to effectiveness of an LRE class.

Most of the classes studied produced praiseworthy outcomes in varying degrees, but 20 of the 61 not in the special experiment appear dramatically superior to other classes in each year of the study in terms of the favorable effects obtained. Those 20 include 6 high school classes (3 teachers), 13 junior high classes (3 teachers), and 1 elementary class. Two come from the 1981 study, six from the 1982 study, and 12 from the 1983 study. These classes are located in the states of California, Colorado. Michigan, and North Carolina. Besides producing extremely favorable dent outcomes, the 20 classes as a group are exemplary of the recommendations that follow; they are the source of the positive illustrations that appear in this chapter.

The recommended features fall into six categories: adequate preparation and use of outside resource persons, quality and quantity of instruction, judicious selection and presentation of illustrative material,

strategies for affecting friendship choices through student interaction, opportunities for professional peer support for teachers, and involvement of building administrators. Some of these features (notably those in the second and fourth categories) could be recommended for improving many courses, not just LRE; many appear to be more critical for LRE than for other subjects. When combined with LRE content, all the recommended features--including those that simply constitute good teaching--have been identified as contributing to favorable impact on the behavioral and behavior-related dimensions measured in this study.

Adequate Preparation and Use of Outside Resource Persons

In every year of the study, the most effective LRE classes were the ones that made the most frequent use of outside resource persons. More specifically, correlational analysis between practices and outcomes shows appropriate use of visitors in LRE classrooms to be more strongly associated with increased student attachment to teacher and school and with shifts from delinquent to nondelinquent peer associations than any other classroom practice or event.

Of the 20 classes identified as outstanding on the basis of their impact on students, 16 made relatively frequent use of outside resource persons in the classroom. In two classes, at least one police officer was present virtually every day of the semester and an attorney was also present occasionally. In 12 classes, a police officer was in the classroom three days a week. The teachers of two other classes brought in varied resource persons (e.g., attorney, judge, police officer, consumer advocate, representative of local government) almost once a week. The remaining four classes in this group were located in a school across the street from the county courthouse; although in-class visits from resource persons were relatively infrequent (averaging twice a semester), students in these classes spent several full days witnessing actual criminal and civil trials. An optional assignment in two of the classes was to interview the judge following a court visit.

In a few instances, visitors have proved less than beneficial. They have come ill-prepared, covered material having no appearent bearing on the course, or used a straight lecture format. In one 1983 high school class, a visiting attorney presented a less than balanced account of the violation

of one of her client's constitutional rights during his trial in a local district court. While it was apparent in both the attorney's presentation of the facts and local media accounts that the defendant's rights had been violated by the prosecution during his trial, neither the attorney nor the LRE teacher made any attempt to point out just how the system should work. Thus students were left with the notion that defendants are likely to face this form of "justice" in this locality's district courts.

Five guidelines are offered for realizing optimal benefit from the expertise and community standing of professionals who are not trained as teachers. The following is a statement of each guideline, accompanied by an illustrative account of the way in which it was put into practice in nine classes at one junior high school in the 1983 study. The accounts are based on evaluators' observations of training and classrooms.

First, visitors should receive advance preparation not only in fitting their content into the course as a whole, but in effective interactive teaching strategies--specifically in techniques for reaching the whole class, not just a few particularly receptive students.

> Seven of the eight participating officers attended a three-day joint training session with the regular teachers. The training included methods for engaging students in discussion and checking for their understanding of the material covered, lesson plan development, and proactive classroom management. During observations of several consecutive class periods, an evaluator observed the teacher giving feedback at the end of each period to the participating police officer who had been unable to attend training. By the last class of the day, the officer had responded to this coaching by (1) expanding his role from that of "guest" to that of instructor in charge of the entire class from start to finish, (2) moving about the room continually to sustain the interest of all students, (3) addressing every student by name (with the aid of a palmed, miniature seating chart), and (4) thoroughly checking for student understanding of important points.

Second, topics covered by outside resource persons should be relevant to the rest of the course and properly timed for a good fit with the sequence of material presented.

> Teachers worked jointly with their respective teams of officers to develop and order lessons. Typically, the teacher would introduce a topic generally, then an officer would cover key aspects of the topic in depth--often relating them to his or her first-hand experience. Occasionally, an unexpected court appearance or extra shift assignment would force postponement of an officer's presentation until several days after the teacher's introduction. When such a delay occurred, the teacher reestablished the students' mental set just prior to the presentation by the officer.

Third, the principal mode of visitors' in-class activity should be interaction with the students.

> Whether presenting to the whole class or working with small groups, officers usually succeeded in engaging students in dialogue. A teacher and officer sometimes worked together ahead of time to minimize the need for straight lecture around particular topics. In most observed instances of officers' using a lecture format, the information conveyed was relatively technical, e.g., fingerprint identification and methods for becoming a better witness.

Fourth, visitors should present a balanced picture of parts of the system that they know, neither claiming infallibility nor unduly emphasizing "horror stories."

> Although officers occasionally referred to suspects as "bandits," their dominant theme was that their actions and those of the judiciary reflected the dual concern of preserving individual rights and protecting society. This theme was particularly evident in discussions of search and seizure, conditions for setting bond, and the exclusionary rule. Officers acknowledged that occasionally they were guilty of abuse of individual rights, but pointed out that subsequent judicial actions were likely to correct such errors. In one day's classes, an officer used a controversial murder case to illustrate this point. A poll of students showed that all of them believed the suspect to be guilty of murder, yet the charges against him had just been reduced because of the means used to obtain the evidence. In discussion with the students, the officer made the point that this was an example of the system working as it should: there are rules by which evidence may be gathered and entered into a criminal proceeding; when these are violated, it may take an unpopular court decision to protect an individual's rights.

Fifth, students should receive preparation before a visit made by an outside resource person to maximize their thoughtful participation when the visitor is present.

> The usual sequence was for the regular teacher to introduce a topic before the officer covered it. When an officer began a presentation students typically had a general familiarity with the topic and (from their textbook) had learned many of the terms pertaining to that topic.

Quality and Quantity of Instruction

The recommendations in this category are for practices associated with good teaching in general; use of these practices in any course ought to improve learning of whatever material is presented. The reason for including them in this report is that they appear to contribute not only to the

achievement of purely educational objectives, but (at least in the LRE classes studied) to improvements in student behavior and attitudes toward teachers and school.

Check for Understanding and Provide Ample Opportunities for Practice. Eighteen of the twenty classes that produced superior outcomes received high ratings from observers on opportunities for students to practice and demonstrate a command of one topic or aspect before moving on to the next. The teachers of these classes avoided perfunctory checks ("Unless there are any questions, we'll go to the next lesson"), called on all students (hands raised or not) to respond to review questions, and made sure that virtually all in a class understood a lesson without appearing to repeat the same material endlessly. They also gave students ample opportunities to practice material already covered.

> In twelve junior high classes, hand signals were used when appropriate to speed review of factual material (e.g., with all students putting thumbs up or down to respond to true-false questions). In three high school classes and the one elementary class in this group, review questioning often required each student in rapid succession to amplify or modify a previous student's response. In two other high school classes, one technique for review was to require students to compose their own questions on material already covered; the teacher had familiarized the students with Bloom's taxonomy and graded them partly on the level of questions they were able to ask.
>
> Five-minute quizzes were typical forms of practice; in many classes, these occurred at the start of nearly every session. In two high school classes, students were assigned periodically to "peer teach" law-related content at a nearby junior high school. In the elementary class, students often practiced and demonstrated competence by making up examples to illustrate material just covered.

State Objectives and Establish a Mental Set. In sharp contrast to most classes in the study, explicit statements of learning objectives for the day occurred regularly in 17 of the 20 classes that produced outstanding outcomes. These teachers began nearly every class by calling students' attention to a set of expected learning outcomes written on the board and frequently read these aloud. In the vast majority of the 41 classes not in the outstanding group, teachers told the observers before class what the objectives were, but did not convey this information to the students. Typically, task directions alone were used in those classes; students usually were told what to do, but had to figure out for themselves why they were doing it.

Provide Sufficient Quantity of Instruction and Depth and Density Appropriate to the Material Covered. Like all but a few high school and junior high classes in the study, those in the outstanding group of 20 were semester-long LRE courses (so are not distinguished on this count). The elementary class in this group had ten weeks of LRE (completing the LFS Authority and Justice units); about half of the remaining elementary classes in the study had this much or nearly this much LRE instruction. What does set the top group apart is the use made of the time available; all 20 classes received high ratings from observers on depth and density (which includes suitable sequencing and pacing and amount of time spent on given topics).

Teachers of these classes brought in supplementary materials and visitors with expertise to amplify topics that merited detailed attention and encouraged student debate around important issues only after making certain that those in the class understood the facts involved. They did not allow reactive management, lengthy joking, extended housekeeping, or superfluous examples to take time off task. They used films sparingly and began mock trials only after students had a fundamental understanding of the procedures and topics involved. In most observed periods, students were on task within one minute of the starting bell.

Judicious Selection and Presentation of Illustrative Material and Management of Controversy

Disregarding the other recommendations for classroom practices may merely reduce the prospects that an LRE class will improve student attitudes and behavior. A possible consequence of disregarding what follows is a worsening of student attitudes and behavior.

One way to keep students' attention is to shock them with repeated accounts of abuses perpetrated in the name of the law. One way to make students feel good is to reinforce their anti-establishment preconceptions. In the few observed classes that produced predominantly unfavorable effects on student attitudes and behavior, the weight of illustrative material presented depicted laws as unfair, police as brutal, judges as whimsical, and justice as too costly for poor people to obtain. Student debates of controversial legal issues were as likely to reach a conclusion that the system was unfair as a conclusion that it was fair.

Teachers of the most effective classes were not unrelenting defenders of the status quo, either. On important issues, however, discussion and debate around illustrative cases usually left students persuaded that existing laws and enforcement and judicial procedures were mostly necessary and just. When contrary conclusions occurred, students learned that the legal system had built-in safeguards and provisions for self-correction.

> In three of the outstanding twenty classes, student discussion led to a conclusion (with the teacher's blessing) that there were more reasons for eliminating laws against prostitution than for keeping them on the books. In two classes, students reached a similar conclusion regarding homosexual marriages. In five classes, the teacher spoke against the system by calling capital punishment "murder by the state." In four classes, students received a one-sided presentation in favor of gun control legislation.
>
> By design or simply through a need to express their convictions, teachers of those classes had gained credibility by demonstrating their willingness to entertain nonestablishment points of view. They had given students reason to believe that their function was not to preach blind obedience to the system.
>
> Nevertheless, the side of law and justice had a clear advantage in most presentations and student discussions in those same classes. In every class, students received explicit instruction in sorting reason from rhetoric and emotion and in responding rationally to arguments by others. Through role playing and interaction with law enforcement and justice professionals, students learned the dilemmas faced by those who must make decisions in carrying out the rules. Through hypothetical dramatizations, students came to see the probable dismal consequences of suspending certain rules.
>
> Only rarely did the teachers resort to heavy handedness to defend the system, e.g., by reinforcing lavishly a student's comment about shoplifting that "If I do it, it's a reflection on my mother for not teaching me the proper values."

The recommendation here parallels one of the guidelines offered for outside resource persons, namely, that the system be depicted neither as infallible nor as a nightmare. To reduce the risk that students will generalize from one seemingly unjust instance to an entire body of rules, teachers are urged to emphasize legitimate remedies for unjust laws and, where feasible, to obtain the views of outside resource persons.

In student debates of controversial legal issues, outcomes conducive to favorable attitudes appear most likely where (1) the topic chosen for debate generates strong initial differences of opinion among students,

(2) the teacher and/or visitor, through preparation and rehearsal, comes to class able to anticipate the arguments and counterarguments that students are likely to voice, (3) students are required to back any view they express with reasons and are encouraged to respond to reasons voiced by other students, and (4) where necessary, the teacher uses probing questions to help individual students recognize and confront inconsistencies in their reasoning.

Active Participation and Student Interaction

Built into many LRE text materials are opportunities for small group work. In the classes studied, appropriate group exercises repeatedly have proved useful in generating student enthusiasm and improving student views of interaction in the classroom. Participation in mock trials in particular has the potential as well to inform students about the workings of the justice system and (based on limited evidence collected only in 1983) to improve their attitudes toward judges. The tradeoff is that overuse of such exercises in some classes has taken substantial time away from other activities capable of producing a broader range of outcomes. One recommendation is to use group work only for lessons especially suited to it and never simply because students like it.

A second recommendation is to escalate the potential behavior-related effects of group work by adding elements shown by other research to have lasting effects on friendship choices. Neither the justification for this recommendation nor evidence that it may work comes from the present evaluation, because no teacher in the LRE study has ever tried it fully. The elements identified in other studies as critical are a deliberate mix of abilities of students who form groups, task interdependence (work that cannot be completed except through contributions of all group members), and reward interdependence (a grade or other reward based on group, rather than individual, performance) (Slavin, 1980). Among the 20 outstanding classes, task interdependence has been a regular feature of mock trials and a few other group exercises. In four classes, the teachers have handpicked the members of some groups to assure a mix in ability levels; in the rest, the usual procedure is simply to have students count off to determine their group assignment. In only one observed mock trial have students' grades been based, in part, on the preparation and performance of each of the teams, and this was atypical even for that teacher.

Mock trials appear almost ready-made for the aforementioned three critical elements that in combination have promise for affecting peer relationships. This is a dimension that even the more successful LRE classes in the study have failed to effect substantially.

Involvement of Building Administrators

Throughout the study, effective LRE classes have appeared to require strong in-building administrative support, at least in the form of providing classroom resources, facilitating field trips, and dealing with concerns voiced by other teachers or members of the community. This level of support was present in all five schools containing the outstanding 20 classes. At two of the schools (containing 14 classes) support from building administrators included direct instructional leadership for the LRE classes--observation and feedback to the teachers, help in developing course materials, and intense work in arranging for outside resource people.

Where minimal support was missing, building administrators have undermined the effectiveness of LRE classes in the study in at least two ways: by chastising the teacher for permitting loud discussion among students and by loading an LRE class with disproportionate numbers of known troublemakers (as confirmed by questionnaire responses at the start of the semester). Cooperation from a building administrator can also help narrow the possible gap between school governance policies and what is taught about justice in LRE classes. Joint effort between the assistant principal and the teacher of three of the top high school classes resulted in revision of the school bylaws to allow a student court, at which LRE students served as attorneys in disciplinary cases.

The recommendation here is for an understanding of LRE and at least moderate support for it on the part of building administrators, accompanied, where feasible, by instructional leadership.

Professional Peer Support for Teachers

Teachers called upon to be innovative in the midst of others pursuing a more conventional path are likely to require greater support than usual from peers, preferably others teaching LRE in the same building or district. Fifteen of the top 20 classes were taught by teachers who had colleagues teaching that subject in the same building. The teacher of two of the

remaining classes had worked closely with a fellow LRE teacher in the same building the year before. The teacher of two other classes was in one of the two schools with highly active administrator involvement and worked with a police sergeant who served as coinstructor throughout the semester. The teacher of the twentieth class received no special support within her building, but maintained close contact with the district social studies supervisor (who had a particular interest in LRE).

The recommendation is for professional support from within an LRE teacher's building when possible and otherwise from others in the same district (even if it takes project-sponsored social functions to bring them together).

Where course objectives include improvement of students' behavior, attitudes, and perceptions, all six categories of recommendations merit serious attention. Where objectives are only to impart knowledge of the law without harmful side effects, two of the categories still appear critical; these are the ones pertaining to judicious selection and presentation of illustrative material and involvement of administrators.

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APPENDIX A: INSTRUMENTS

This appendix contains the instruments used in the evaluation. The instruments appear in the following order:

1. Observation of Training - Teacher Interview
2. Observation of Training - Training Record
3. Observation of Training - Participant Survey
4. Teacher Questionnaire - Elementary Version
5. Teacher Questionnaire - Secondary Version
6. Classroom Observation Schedule
7. Student Impact Questionnaire - Demographic Variables (pretest only)
8. Student Impact Questionnaire - Posttest Preliminary Items, Elementary
9. Student Impact Questionnaire - Posttest Preliminary Items, JHS/HS
10. Student Impact Questionnaire - Knowledge Test for CRF
11. Student Impact Questionnaire - Knowledge Test for LFS, Elementary
12. Student Impact Questionnaire - Knowledge Test for LFS, JHS
13. Student Impact Questionnaire - Knowledge Test for NICEL, Version 5
14. Student Impact Questionnaire - Knowledge Test for NICEL, Version 6
15. Student Impact Questionnaire - Attitudes/Behaviors Questionnaire, Elementary
16. Student Impact Questionnaire - Attitudes/Behaviors Questionnaire, JHS/HS

Note that the student impact pretest is put together as follows:

1. demographic variables
2. knowledge test
3. attitudes/behaviors questionnaire

The posttest consists of:

1. posttest preliminary items
2. knowledge test
3. attitudes/behaviors questionnaire

LAW-RELATED EDUCATION EVALUATION

OBSERVATION OF TRAINING

Trainer Interview

Trainer name: _____ **Project:** _____

Training site: _____

Training dates: _____

Interviewer: _____

PART ONE: Pre-training interview

1. Here is a list of eight likely "audiences" for an LRE training. Which audience is this training primarily designed for?

___(1) Teachers new to LRE

___(2) Teachers experienced with LRE

___(3) Teachers experienced with LRE and now expected to train others

___(4) Staff developers/trainers

___(5) Curriculum coordinators

___(6) Building administrators

___(7) Community resource people

___(8) Law students

Now please tell me if there are other audiences on this list for which the training might also be well suited.

(05) 8-20-82

2. What are the major purposes or objectives of this training? (attach any written copies)

3. What parts of this training do you expect to be the strongest? (That is, what parts would you be most likely to predict would be followed by actual implementation?)

4. What parts of this training are you least confident about (e.g., you're experimenting with new activities or materials, using new trainers, etc.)?

END OF PART ONE

PART TWO: Post-training interview

1. Now that the training is over, I'd like to get your perspective on how well each of the objectives was achieved. As we touch on each of the main objectives, please tell me whether you think the objective was achieved as intended, partly achieved, attempted but not achieved, or abandoned.

This objective was achieved as intended	This objective was only partly achieved	This objective was attempted but not achieved	This objective was abandoned during training
1	2	3	4

Objective 1: _____ *Comments:*

Objective 2: _____ *Comments:*

Objective 3: _____ *Comments:*

Objective 4: _____ *Comments:*

Objective 5: _____ *Comments:*

2. From your direct observation during the training, which parts turned out to be particularly strong?

3. From your direct observation during the training, which parts didn't turn out as well as you had hoped?

4. If you only had time to make one revision before the next scheduled training, what would it be?

END OF PART TWO

LAW-RELATED EDUCATION EVALUATION

OBSERVATION OF TRAINING
Training Record

1. Training sponsor ___ NSLI ___ LFS ___ CRF

2. Training site: _____

3. Training dates: _____

4. Length of training (in hours): _____

5. Participants (*Note: Observers should collect this information from registration information and/or participant surveys*)

___ Classroom teachers
___ Principals/assistant principals
___ Curriculum coordinators
___ Staff developers/trainers
___ Law students
___ Others (please specify) _____
___ *Total*

6. Trainers: _____

_____

_____

_____

7. Observer: _____

DATA SUMMARY

Trainer interview	___ pre	___ post
Participant survey	___ pre	___ post
Field notes, organized by training segment	___ yes	___ no
Agenda	___ yes	___ no
Materials	___ yes	___ no

GUIDELINES FOR SUMMARIZING TRAINING OBSERVATIONS

DESCRIPTIVE INFORMATION:

Title of each segment

Brief narrative description of each segment

Total time devoted to each segment

Trainer(s) conducting each segment

Review each segment in terms of the following dimensions; any claim that a dimension is present in training should be supported by field notes or other evidence.

OBJECTIVES

___ Objectives explicitly presented (specify)

___ Rationale for objectives presented (specify)

___ Objectives included in materials packet (attach)

PRESENTATION

___ Presentation and activities match stated objectives

___ Trainers provide illustrations and demonstrations of main points

___ Trainers check frequently to see if participants understand

___ Trainers provide participants with opportunities to practice

___ Trainers give participants feedback on their performance

___ Trainers provide clearly defined tasks and clear instructions

PRESENTATION, continued

___ Trainers "practice what they preach," using the same approaches in training that they ask teachers to use in class:

__ balanced selection of materials and examples

__ clear tie between "high interest" activities and instructional objectives

__ techniques for promoting active participation

__ structured cooperative (group) learning

__ introduction and management of controversy and conflict

__ adequate preparation of outside resource people

MATERIALS (specify and attach where possible)

___ Text

___ Teacher's manual

___ Film/tape

___ Other sample materials

___ Board/easel illustrations

___ Other: _____

PARTICIPATION

____ Training was *designed* to promote active and widespread participation

____ Training *achieved* active and widespread participation

____ Specific segments promoting most active participation: _____

____ Any participants who appeared highly involved?

_____

_____

____ Very uninvolved? _____

_____

DEBRIEFING

___ The content of the segment was debriefed, stressing these points: (list)

___ The methods of the segment were debriefed, stressing these points: (list)

RELEVANT EVALUATION RECOMMENDATIONS:

(This chart permits a summary overview, to be supported by more detailed field notes on specific segments)

Recommendation	In the training, this recommendation was: Not included	Treated in lecture presentation	Treated in lecture presentation and activities
Teach participants about delinquency prevention and LRE			
Adequate preparation of outside resource people			
Appropriate teaching strategies: -active part. -cooperative -controversy			
Selection of case materials			
Quantity/quality of instruction			
Peer support			
Administrator involvement			

Project ID _____

Participant ID _____

LAW RELATED EDUCATION EVALUATION PROJECT

OBSERVATION OF TRAINING

Participant Survey

In an effort to provide useful information and advice to LRE projects, the evaluation team is observing training sessions, interviewing trainers and surveying participants. Before the training begins, we would like you to take a few minutes and tell us what you expect to experience during the training and what you expect to learn as a result of your participation.

1. First we would like to ask your expectations for the *content* of the training. What do you hope to learn here? What contributions do you hope this training will make to your work?

a.

b.

c.

2. Now we would like to ask your expectations or preferences for particular training *methods*. How would you prefer to spend your time here? (e.g., listening to presentations, watching demonstrations, doing small group activities, planning or preparing with others, peer teaching, etc.)

a.

b.

c.

At the end of the training session, we will ask you to report on how it went, how the training might be made still stronger, and what the next steps will be for you.

In the upper right hand corner of this page, in the space marked "participant ID," please enter the last four digits of your social security number.

BEST COPY AVAILABLE

Project ID: _____

Participant ID: _____

Now that you have completed the training, we would like to ask you for your insights and advice.

1. First, please look again at your own stated expectations for the *content* of the training -- what you expected to learn here. Under each of the entries in the left column below, please enter a one or two word "cue" that summarizes your earlier statement. Now, for each of your stated expectations, circle the number of the response that most applies.

	This expectation was met and I can go ahead now on my own	This expectation was partly met but I could use more assistance	This expectation was not met and I was disappointed	This expectation was not met but what I got was fine
Expectation a: _____	1	2	3	4
Expectation b: _____	1	2	3	4
Expectation c: _____	1	2	3	4

2. Please look now at your stated expectations for the training *methods* -- how you wished to spend your time during the training. In the left column, enter "cues" that summarize each expectation. Then circle the number of the response that most applies.

	This expectation was fully met	This expectation was partly met but I would have liked more	This expectation was not met and I was disappointed	This expectation was not met but the methods used were fine
Expectation a: _____	1	2	3	4
Expectation b: _____	1	2	3	4
Expectation c: _____	1	2	3	4

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Project ID: _____

Participant ID: _____

3. Listed below are the main objectives for this training session. Please circle the number of the response that most reflects your own judgment of your level of knowledge or skill before and after the training.

Objectives	Before the training: Couldn't handle this	Barely able to do	Okay	Able to do well	After the training: Can't handle this	Barely able to do	Okay	Able to do well
A. _____	1	2	3	4	1	2	3	4
B. _____	1	2	3	4	1	2	3	4
C. _____	1	2	3	4	1	2	3	4
D. _____	1	2	3	4	1	2	3	4
E. _____	1	2	3	4	1	2	3	4

4. Listed below are some of the major methods or approaches called for in teaching LRE classes and covered in LRE training. We are interested in knowing how often you anticipate using each approach in your own work, and how well you believe the training has prepared you.

Approach	Anticipated Use: Often (every week)	Sometimes (at least once/month)	Rarely (once or twice)	Never	Preparation by Training: None (I'm not sure how to start)		Some (Could start but may want help later)		Extensive (Feel fully prepared)
Lecture presentation of legal concepts	1	2	3	4	1	2	3	4	5
Analysis of case studies	1	2	3	4	1	2	3	4	5
Roleplaying	1	2	3	4	1	2	3	4	5
Mock trials	1	2	3	4	1	2	3	4	5
Discussion of controversial issues	1	2	3	4	1	2	3	4	5
Small group exercises	1	2	3	4	1	2	3	4	5
Use of outside "resource people"	1	2	3	4	1	2	3	4	5
Field trips/ field experience	1	2	3	4	1	2	3	4	5
Preparing own supplemental materials	1	2	3	4	1	2	3	4	5
Other: _____	1	2	3	4	1	2	3	4	5

Project ID:_____

Participant ID:_____

5. Six program recommendations have been developed from past evaluations of LRE programs. We would like your view of the way in which each of these recommendations was treated in this training.

Recommendation	Not covered	*As a result of this training:* I can describe main points of the recommendation	I could use the recommendation to strengthen my LRE program
Teach participants about delinquency prevention and LRE			
Adequate preparation of outside resource people			
Appropriate teaching strategies: -active part. -cooperative -controversy			
Selection of case materials			
Quantity/quality of instruction			
Peer support			
Administrator involvement			

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Project ID: _____
Participant ID: ____

6. Now please give us some feedback on the design and conduct of the training itself.

	Not at all				Very much
Objectives were clearly stated -- we knew what we were doing	1	2	3	4	5
Rationales or theory were explained -- we knew why we were doing it	1	2	3	4	5
Adequate demonstrations and examples	1	2	3	4	5
We had a chance to experience LRE as if we were students	1	2	3	4	5
We had a chance to practice or prepare as teachers (e.g., try out a lesson)	1	2	3	4	5
The training itself "modeled" the same approaches we were asked to use in our work	1	2	3	4	5
The materials and handouts can serve as a "script" when we start to apply this	1	2	3	4	5

7. Please identify up to three contributions you expect this training will make to your own work.

1.

2.

3.

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Project ID: _____

Participant ID: _____

8. What three specific additions or revisions to the training might make it stronger?

1.

2.

3.

And now some information about you and your experience with LRE.

9. What is your current position? (Fall, 1982)

___ Classroom teacher

___ Teacher with other responsibilities (e.g., department chair)

___ Assistant principal/principal

___ Curriculum coordinator

___ Staff developer/trainer

___ Law student

___ Other (please specify)

_____

10. If you have had previous LRE training, please describe briefly. How much training, when, where, with what curriculum, etc.

11. If you have used LRE in your classroom before, please describe briefly what you have done and for how long. _____

Project ID: _____

Site ID: _____

Teacher ID: _____

Date: _____

LAW-RELATED EDUCATION EVALUATION PROJECT

TEACHER QUESTIONNAIRE

ELEMENTARY VERSION

This survey has two major parts. The first includes questions about your experience in implementing LRE generally--the approach you take in planning and conducting classes, the kind of training you have received, and the part played by other teachers or administrators in your building. The second part of the survey asks for your perceptions of the students in your LRE class(es). When you have completed the survey questions, I would like to sit down with you and go through it briefly so that you can add any comments or examples that might help us better understand your responses.

(13E)
9/9/83

Part I ID: _____

1. How long have you been teaching law-related education?

_____ (1) this year for the first time

_____ (2) 1-2 years

_____ (3) 3-4 years

_____ (4) 5 years or more

2. LRE is organized here to be:

_____ (1) infused into a broader social studies curriculum, for a total of about _____ hours of instruction during the semester.

_____ (2) a separate, self-contained unit in a larger course; the unit takes _____ hours of instruction.

_____ (3) a required course lasting ___(1) a quarter ___(2) a semester ___(3) a year

_____ (4) an elective course lasting ___(1) a quarter ___(2) a semester ___(3) a year

_____ (5) Other (please specify) _____

3. In the past year have you been/are you involved with LRE in any way other than your classroom teaching? (Check all that apply.)

_____ No

_____ Yes, as consultant to other schools

_____ Yes, as trainer in workshops

_____ Yes, as participant in district seminar

_____ Yes, as developer of materials for district

_____ Yes, as sponsor/coach/participant in mock trial competitions

_____ Other: _____

4. As you have implemented LRE, you've probably found some aspects have gone very smoothly and others have presented more of a challenge. For each of the program aspects listed below, please tell us how easy or difficult it has been for you.

		HOW DIFFICULT IS IT TO DO THIS WELL?			
		Very easy; handled it myself with no trouble	Variable; some aspects of this a problem	Hard work; it's been a struggle but I have attempted it	Very hard; haven't done much with this
a.	Locating or arranging for outside resource people	1	2	3	4
b.	Preparing outside resource people adequately so you get the results you want	1	2	3	4
c.	Active, high class participation by most or all the students	1	2	3	4
d.	Finding or developing examples and activities that show both the protective ("good") and fallible sides of the law	1	2	3	4
e.	Organizing instruction in ways that get difficult points across	1	2	3	4
f.	Managing controversial issues in class so that students can handle those issues	1	2	3	4
g.	Knowing enough law to answer students' technical questions	1	2	3	4
h.	Organizing small group work so that it is productive and everyone participates	1	2	3	4
i.	Generating support and interest among other teachers	1	2	3	4
j.	Generating support and interest on the part of building administrators	1	2	3	4

5. For these same aspects, please tell us what sorts assistance you have had in implementing LRE. On the next page, please identify the sources of this assistance.

		HOW MUCH ASSISTANCE HAVE YOU HAD WITH THIS?			
		None	Training session only	No training, but other assistance available (Specify)	Training plus other assistance (Specify)
a.	Locating or arranging for outside resource people	1	2	3	4
b.	Preparing outside resource people adequately so you get the results you want	1	2	3	4
c.	Achieving high class participation by most or all the students	1	2	3	4
d.	Finding or developing examples and activities that show both the protective ("good") and fallible sides of the law	1	2	3	4
e.	Organizing instruction in ways that get difficult points across	1	2	3	4
f.	Managing controversial issues in class so that students can handle those issues	1	2	3	4
g.	Knowing enough law to answer students' technical questions	1	2	3	4
h.	Organizing small group work so that it is productive and everyone participates	1	2	3	4
i.	Generating support and interest among other teachers	1	2	3	4
j.	Generating support and interest on the part of building administrators	1	2	3	4

		National LRE Project	State or local LRE Project	School District Personnel	Outside Researchers, Consultants	Interested Individuals (e.g., attorneys, judges, social service providers
a.	Locating or arranging for outside resource people	1	2	3	4	5
b.	Preparing outside resource people adequately so you get the results you want	1	2	3	4	5
c.	Achieving high class participation by most or all the students	1	2	3	4	5
d.	Finding or developing examples and activities that show both the protective ("good") and fallible sides of the law	1	2	3	4	5
e.	Organizing instruction in ways that get difficult points across	1	2	3	4	5
f.	Managing controversial issues in class so that students can handle those issues	1	2	3	4	5
g.	Knowing enough law to answer students' technical questions	1	2	3	4	5
h.	Organizing small group work so that it is productive and everyone participates	1	2	3	4	5
i.	Generating support and interest among other teachers	1	2	3	4	5
j.	Generating support and interest on the part of building administrators	1	2	3	4	5

6. Please give us your judgment of the usefulness of various sources of help in implementing LRE.

		Very useful	Somewhat useful	Not very useful	Have not been available to me
a.	Formal LRE training workshops	3	2	1	0
b.	Other LRE teachers	3	2	1	0
c.	Curriculum coordinators (district)	3	2	1	0
d.	Staff developers (district)	3	2	1	0
e.	Building administrators	3	2	1	0
f.	Other _____ _____	3	2	1	0

In a sentence or two, can you describe one way in which these sources have contributed to your teaching of LRE?

7. Now we'd like you to describe your approach to planning and teaching LRE. Each of these items includes a pair of descriptions. Please read both descriptions carefully, and then circle the number on the continuum that best reflects your approach in that area.

a. I rely almost entirely on the published text and teacher's manual

1 2 3 4 5 6 7

I adapt and supplement the materials extensively

b. I design classroom activities to insure that all or most students will be active participants

1 2 3 4 5 6 7

Participation is fine but I leave it up to students to volunteer if they want to

c. I try to limit examination of controversial issues

1 2 3 4 5 6 7

I deliberately set up topics and activities that will lead to controversy

d. I use small group or team work rarely and concentrate on whole group discussion or independent work.

1 2 3 4 5 6 7

I use small group or team work a lot and concentrate on cooperative work

e. I encourage students to nominate topics for class study, and will rearrange the course to include them

1 2 3 4 5 6 7

I design a course for the semester and stick to it

f. I will devote more time to a particular topic or activity if students ask or have something special to contribute

1 2 3 4 5 6 7

I try to move along so that we cover all the major topics

g. Students are graded only on the assignments and tests they complete independently and/or on independent contributions in class

Students are graded on work they do cooperatively with other students, as well as on their individual work

1 2 3 4 5 6 7

h. I establish several ways for students to show what they know and to earn credit

I rely almost entirely on written tests and assignments as a basis for grading

1 2 3 4 5 6 7

i. When I look for new materials or activities, I look first at the view of the law that they present

When I look for new materials or activities, I look first at whether they will spark student interest

1 2 3 4 5 6 7

8. There are several approaches discussed in LRE training and teachers' manuals. How often would you say you are using each of the following approaches this semester?

Approach	Daily	At least once a week	Several times a month	At least once a month	Once or twice a semester	Not at all
a. Lecture presentation of new material	1	2	3	4	5	6
b. Case study analysis	1	2	3	4	5	6
c. Small group exercises	1	2	3	4	5	6
d. Roleplaying or mock trials	1	2	3	4	5	6
e. Outside resource people	1	2	3	4	5	6

If you never use resource people, skip to item 12 on page 12.

9. Many LRE teachers make use of outside resource people in their classes. Please indicate how often you are using each type of resource person, and how satisfied you have been with their contribution.

	HOW OFTEN?				HOW SATISFIED?			
	Several times a month	At least once a month	Once or twice a month	Not at all	Very satisfied	Somewhat satisfied		Dissatisfied
a. Law enforcement officers	4	3	2	1	5	4	3	2 1
b. Law students	4	3	2	1	5	4	3	2 1
c. Attorneys	4	3	2	1	5	4	3	2 1
d. Judges	4	3	2	1	5	4	3	2 1
e. Public defenders	4	3	2	1	5	4	3	2 1
f. District attorneys	4	3	2	1	5	4	3	2 1
g. Probation/parole officers	4	3	2	1	5	4	3	2 1
h. Consumer advocates	4	3	2	1	5	4	3	2 1
i. Local government elected officials	4	3	2	1	5	4	3	2 1
j. State or federal legislators	4	3	2	1	5	4	3	2 1
k. Other: _____	4	3	2	1	5	4	3	2 1

10. Listed below are several ways in which an outside resource person might contribute to an LRE class. For each one, please indicate how often outside resource people you use contribute in this way.

		Almost always	Most of the time	Sometimes	Rarely	Not at all
a.	Deliver a prepared presentation on a topic of their choice	1	2	3	4	5
b.	Deliver a presentation on a topic proposed by the teacher	1	2	3	4	5
c.	Participate in classroom activity (e.g., mock trial)	1	2	3	4	5
d.	Participate in open classroom discussion	1	2	3	4	5
e.	Demonstrate equipment or technique	1	2	3	4	5
f.	Prepare classroom materials (e.g., hypothetical case studies) for you to use	1	2	3	4	5
g.	Team teach with you	1	2	3	4	5
h.	Prepare tests and homework assignments	1	2	3	4	5
i.	Research specialized questions for you	1	2	3	4	5
j.	Host student interns or volunteers	1	2	3	4	5
k.	Other: _____ _____	1	2	3	4	5

11. How do you typically prepare a resource person for visiting your class? (Check all that apply.)

a. _____ No specific instructions or discussion

b. _____ Ask what the resource person has planned, in order to prepare students

c. _____ Verbal overview of class topic and purposes

d. _____ Written overview of course purposes and topics

e. _____ Outline of specific objectives for the visit

f. _____ Joint meeting to discuss presentation/lesson

g. _____ Joint preparation of lesson or materials

h. _____ Discussion of strategies for engaging students

i. _____ Other: _____

12. Please give us your view of the LRE course or materials compared to other subjects you teach.

For students, LRE is...

a.	challenging	7	6	5	4	3	2	1	low risk
b.	boring	7	6	5	4	3	2	1	stimulating
c.	tough	7	6	5	4	3	2	1	easy
d.	irrelevant	7	6	5	4	3	2	1	relevant
e.	active	7	6	5	4	3	2	1	passive

13. We would like to get your view of the place of LRE in this school, and the view that administrators and other teachers take of the program. Please circle the number that best reflects the situation here as you see it.

		Very true of my situation				Not at all true of my situation
a.	Teachers who work hard to implement new programs here are admired	5	4	3	2	1
b.	Other teachers here keep an eye out for materials they think I could use in LRE	5	4	3	2	1
c.	When it comes to preparing for or teaching LRE, I'm pretty much on my own	5	4	3	2	1
d.	Teachers are pleased that "unsuccessful" students do well in LRE classes	5	4	3	2	1
e.	Some teachers complain that too many students get high grades in LRE classes	5	4	3	2	1
f.	Other teachers here would be interested in teaching LRE	5	4	3	2	1
g.	Some other teachers have asked about how to get LRE training	5	4	3	2	1
h.	Teachers in other schools have shown interest in our LRE program	5	4	3	2	1
i.	Teachers and administrators here believe LRE has had a favorable effect on the school	5	4	3	2	1
j.	Building administrators have advocated LRE to other teachers, parents, and community members	5	4	3	2	1
k.	Building administrators support LRE by allocating money for training & materials	5	4	3	2	1
l.	Some building administrators have attended LRE training or read curriculum materials	5	4	3	2	1
m.	Some building administrators have helped get LRE accepted in the curriculum here	5	4	3	2	1
n.	Some building administrators are uneasy about some of the teaching methods used in LRE	5	4	3	2	1

14. We would like to ask you about the chances that LRE will continue in this school, and about your colleagues' interest and support.

What are the chances that next year...	Very good	Good	Uncertain	Poor	Very Poor
a. You will teach LRE	5	4	3	2	1
b. Other teachers will start teaching LRE	5	4	3	2	1
c. Building administrators will actively endorse LRE	5	4	3	2	1
d. Community resource people will be willing to participate	5	4	3	2	1

Part II

Class ID _____

Please complete one of these for each LRE section you teach.

15. Now we would like to ask you for a portrait of the students in this class. In rating your students in the questions that follow, compare their behavior/attitudes during LRE instruction with their behavior/attitudes during instruction in other subjects.

a.	Is their interest in LRE materials and topics	_____	(3) higher	_____	(2) about the same	_____ (1) lower
b.	Is their attentiveness to you or to each other during LRE	_____	(3) better	_____	(2) about the same	_____ (1) less
c.	Is their participation in class discussion or activity during LRE	_____	(3) more	_____	(2) about the same	_____ (1) less
d.	Is their understanding and retention of what you teach them in LRE	_____	(3) better	_____	(2) about the same	_____ (1) worse
e.	Are discipline problems in LRE classes activity	_____	(3) more serious	_____	(2) about the same	_____ (1) less serious
f.	Is their LRE homework	_____	(3) more often completed on time	_____	(2) about as often completed on time	_____ (1) less often completed on time

Compared to other students you have taught,

g.	Are your LRE students' relationships with other students in the class	_____	(3) more friendly and cooperative	_____	(2) about the same	_____ (1) less friendly and cooperative
h.	Are their attitudes toward law	_____	(3) more favorable	_____	(2) about the same	_____ (1) less favorable

16. During an average period of LRE instruction, what is the approximate percentage of <u>active</u> participants (circle one)?

Less than 25% of the students	26-50% of the students	51-75% of the students	76-100% of the students

17. On the whole, how would you judge the <u>quality</u> of participation during LRE instruction?

Very high				Very low
5	4	3	2	1

18. Now we'd like to get your impression of the effect this class has had on specific student skills, abilities, and attitudes. We will list several effects and we would like you to indicate, based on your own observations, what effect LRE has had.

Ability, skill, or attitude	Substantial favorable effect	Somewhat favorable effect	No apparent effect	Somewhat unfavorable effect	Substantial unfavorable effect
a. Understand a variety of views ("see the other side")	5	4	3	2	1
b. Resolve differences; manage controversy and conflict	5	4	3	2	1
c. Identify and describe rights and responsibilities	5	4	3	2	1
d. Identify the values that underlie decisions	5	4	3	2	1
e. Work cooperatively with students of different backgrounds or viewpoints	5	4	3	2	1
f. Participate actively and competently in classroom activities	5	4	3	2	1
g. Use information from class to understand and solve "real life" situations	5	4	3	2	1
h. Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.)	5	4	3	2	1

(18, continued)

Are there other effects, either positive or negative, that you believe have been produced by LRE and that have not been covered here?

Now, to give us a better understanding of your particular class and the effects you have concentrated on, please look over the entire list and place an asterisk next to the <u>three</u> effects you believe are most important.

Project ID: _____

Site ID: _____

Teacher ID: _____

Date: _____

LAW-RELATED EDUCATION EVALUATION PROJECT

TEACHER QUESTIONNAIRE

SECONDARY VERSION

This survey has two major parts. The first includes questions about your experience in implementing LRE generally--the approach you take in planning and conducting classes, the kind of training you have received, and the part played by other teachers or administrators in your building. The second part of the survey asks for your perceptions of the students in your LRE class(es). When you have completed the survey questions, I would like to sit down with you and go through it briefly so that you can add any comments or examples that might help us better understand your responses.

(13S)
9/9/83

Part I ID: _____

1. How long have you been teaching law-related education?

_____ (1) this year for the first time

_____ (2) 1-2 years

_____ (3) 3-4 years

_____ (4) 5 years or more

2. LRE is organized here to be:

_____ (1) infused into a broader social studies curriculum, for a total of about _____ hours of instruction during the semester.

_____ (2) a separate, self-contained unit in a larger course; the unit takes _____ hours of instruction.

_____ (3) a required course lasting ___(1) a quarter ___(2) a semester ___(3) a year

_____ (4) an elective course lasting ___(1) a quarter ___(2) a semester ___(3) a year

_____ (5) Other (please specify) _____

3. In the past year have you been/are you involved with LRE in any way other than your classroom teaching? (Check all that apply.)

_____ No

_____ Yes, as consultant to other schools

_____ Yes, as trainer in workshops

_____ Yes, as participant in district seminar

_____ Yes, as developer of materials for district

_____ Yes, as sponsor/coach/participant in mock trial competitions

_____ Other: _____

4. As you have implemented LRE, you've probably found some aspects have gone very smoothly and others have presented more of a challenge. For each of the program aspects listed below, please tell us how easy or difficult it has been for you.

		HOW DIFFICULT IS IT TO DO THIS WELL?			
		Very easy; handled it myself with no trouble	Variable; some aspects of this a problem	Hard work; it's been a struggle but I have attempted it	Very hard; haven't done much with this
a.	Locating or arranging for outside resource people	1	2	3	4
b.	Preparing outside resource people adequately so you get the results you want	1	2	3	4
c.	Active, high class participation by most or all the students	1	2	3	4
d.	Finding or developing examples and activities that show both the protective ("good") and fallible sides of the law	1	2	3	4
e.	Organizing instruction in ways that get difficult points across	1	2	3	4
f.	Managing controversial issues in class so that students can handle those issues	1	2	3	4
g.	Knowing enough law to answer students' technical questions	1	2	3	4
h.	Organizing small group work so that it is productive and everyone participates	1	2	3	4
i.	Generating support and interest among other teachers	1	2	3	4
j.	Generating support and interest on the part of building administrators	1	2	3	4

5. For these same aspects, please tell us what sorts assistance you have had in implementing LRE. On the next page, please identify the sources of this assistance.

		HOW MUCH ASSISTANCE HAVE YOU HAD WITH THIS?			
		None	Training session only	No training, but other assistance available (Specify)	Training plus other assistance (Specify)
a.	Locating or arranging for outside resource people	1	2	3	4
b.	Preparing outside resource people adequately so you get the results you want	1	2	3	4
c.	Achieving high class participation by most or all the students	1	2	3	4
d.	Finding or developing examples and activities that show both the protective ("good") and fallible sides of the law	1	2	3	4
e.	Organizing instruction in ways that get difficult points across	1	2	3	4
f.	Managing controversial issues in class so that students can handle those issues	1	2	3	4
g.	Knowing enough law to answer students' technical questions	1	2	3	4
h.	Organizing small group work so that it is productive and everyone participates	1	2	3	4
i.	Generating support and interest among other teachers	1	2	3	4
j.	Generating support and interest on the part of building administrators	1	2	3	4

		National LRE Project	State or local LRE Project	School District Personnel	Outside Researchers, Consultants	Interested Individuals (e.g., attorneys, judges, social service providers
a.	Locating or arranging for outside resource people	1	2	3	4	5
b.	Preparing outside resource people adequately so you get the results you want	1	2	3	4	5
c.	Achieving high class participation by most or all the students	1	2	3	4	5
d.	Finding or developing examples and activities that show both the protective ("good") and fallible sides of the law	1	2	3	4	5
e.	Organizing instruction in ways that get difficult points across	1	2	3	4	5
f.	Managing controversial issues in class so that students can handle those issues	1	2	3	4	5
g.	Knowing enough law to answer students' technical questions	1	2	3	4	5
h.	Organizing small group work so that it is productive and everyone participates	1	2	3	4	5
i.	Generating support and interest among other teachers	1	2	3	4	5
j.	Generating support and interest on the part of building administrators	1	2	3	4	5

6. Please give us your judgment of the usefulness of various sources of help in implementing LRE.

	Very useful	Somewhat useful	Not very useful	Have not been available to me
a. Formal LRE training workshops	3	2	1	0
b. Other LRE teachers	3	2	1	0
c. Curriculum coordinators (district)	3	2	1	0
d. Staff developers (district)	3	2	1	0
e. Building administrators	3	2	1	0
f. Other _____ _____	3	2	1	0

In a sentence or two, can you describe one way in which these sources have contributed to your teaching of LRE?

7. Now we'd like you to describe your approach to planning and teaching LRE. Each of these items includes a pair of descriptions. Please read both descriptions carefully, and then circle the number on the continuum that best reflects your approach in that area.

a. I rely almost entirely on the published text and teacher's manual ... I adapt and supplement the materials extensively

1 2 3 4 5 6 7

b. I design classroom activities to insure that all or most students will be active participants ... Participation is fine but I leave it up to students to volunteer if they want to

1 2 3 4 5 6 7

c. I try to limit examination of controversial issues ... I deliberately set up topics and activities that will lead to controversy

1 2 3 4 5 6 7

d. I use small group or team work rarely and concentrate on whole group discussion or independent work. ... I use small group or team work a lot and concentrate on cooperative work

1 2 3 4 5 6 7

e. I encourage students to nominate topics for class study, and will rearrange the course to include them ... I design a course for the semester and stick to it

1 2 3 4 5 6 7

f. I will devote more time to a particular topic or activity if students ask or have something special to contribute ... I try to move along so that we cover all the major topics

1 2 3 4 5 6 7

g. Students are graded only on the assignments and tests they complete independently and/or on independent contributions in class

Students are graded on work they do cooperatively with other students, as well as on their individual work

1 2 3 4 5 6 7

h. I establish several ways for students to show what they know and to earn credit

I rely almost entirely on written tests and assignments as a basis for grading

1 2 3 4 5 6 7

i. When I look for new materials or activities, I look first at the view of the law that they present

When I look for new materials or activities, I look first at whether they will spark student interest

1 2 3 4 5 6 7

8. There are several approaches discussed in LRE training and teachers' manuals. How often would you say you are using each of the following approaches this semester?

Approach	Daily	At least once a week	Several times a month	At least once a month	Once or twice a semester	Not at all
a. Lecture presentation of new material	1	2	3	4	5	6
b. Case study analysis	1	2	3	4	5	6
c. Small group exercises	1	2	3	4	5	6
d. Roleplaying or mock trials	1	2	3	4	5	6
e. Outside resource people	1	2	3	4	5	6

If you never use resource people, skip to item 12 on page 12.

9. Many LRE teachers make use of outside resource people in their classes. Please indicate how often you are using each type of resource person, and how satisfied you have been with their contribution.

		HOW OFTEN?				HOW SATISFIED?				
		Several times a month	At least once a month	Once or twice a month	Not at all	Very satisfied		Somewhat satisfied		Dissatisfied
a.	Law enforcement officers	4	3	2	1	5	4	3	2	1
b.	Law students	4	3	2	1	5	4	3	2	1
c.	Attorneys	4	3	2	1	5	4	3	2	1
d.	Judges	4	3	2	1	5	4	3	2	1
e.	Public defenders	4	3	2	1	5	4	3	2	1
f.	District attorneys	4	3	2	1	5	4	3	2	1
g.	Probation/parole officers	4	3	2	1	5	4	3	2	1
h.	Consumer advocates	4	3	2	1	5	4	3	2	1
i.	Local government elected officials	4	3	2	1	5	4	3	2	1
j.	State or federal legislators	4	3	2	1	5	4	3	2	1
k.	Other: _____	4	3	2	1	5	4	3	2	1

10. Listed below are several ways in which an outside resource person might contribute to an LRE class. For each one, please indicate how often outside resource people you use contribute in this way.

		Almost always	Most of the time	Sometimes	Rarely	Not at all
a.	Deliver a prepared presentation on a topic of their choice	1	2	3	4	5
b.	Deliver a presentation on a topic proposed by the teacher	1	2	3	4	5
c.	Participate in classroom activity (e.g., mock trial)	1	2	3	4	5
d.	Participate in open classroom discussion	1	2	3	4	5
e.	Demonstrate equipment or technique	1	2	3	4	5
f.	Prepare classroom materials (e.g., hypothetical case studies) for you to use	1	2	3	4	5
g.	Team teach with you	1	2	3	4	5
h.	Prepare tests and homework assignments	1	2	3	4	5
i.	Research specialized questions for you	1	2	3	4	5
j.	Host student interns or volunteers	1	2	3	4	5
k.	Other: _____ _____	1	2	3	4	5

11. How do you typically prepare a resource person for visiting your class? (Check all that apply.)

a. _____ No specific instructions or discussion

b. _____ Ask what the resource person has planned, in order to prepare students

c. _____ Verbal overview of class topic and purposes

d. _____ Written overview of course purposes and topics

e. _____ Outline of specific objectives for the visit

f. _____ Joint meeting to discuss presentation/lesson

g. _____ Joint preparation of lesson or materials

h. _____ Discussion of strategies for engaging students

i. _____ Other: _____

12. Please give us your view of the LRE course or materials compared to other subjects you teach.

For students, LRE is...

a.	challenging	7	6	5	4	3	2	1	low risk
b.	boring	7	6	5	4	3	2	1	stimulating
c.	tough	7	6	5	4	3	2	1	easy
d.	irrelevant	7	6	5	4	3	2	1	relevant
e.	active	7	6	5	4	3	2	1	passive

13. We would like to get your view of the place of LRE in this school, and the view that administrators and other teachers take of the program. Please circle the number that best reflects the situation here as you see it.

		Very true of my situation				Not at al true of m situation
a.	Teachers who work hard to implement new programs here are admired	5	4	3	2	1
b.	Other teachers here keep an eye out for materials they think I could use in LRE	5	4	3	2	1
c.	When it comes to preparing for or teaching LRE, I'm pretty much on my own	5	4	3	2	1
d.	Teachers are pleased that "unsuccessful" students do well in LRE classes	5	4	3	2	1
e.	Some teachers complain that too many students get high grades in LRE classes	5	4	3	2	1
f.	Other teachers here would be interested in teaching LRE	5	4	3	2	1
g.	Some other teachers have asked about how to get LRE training	5	4	3	2	1
h.	Teachers in other schools have shown interest in our LRE program	5	4	3	2	1
i.	Teachers and administrators here believe LRE has had a favorable effect on the school	5	4	3	2	1
j.	Building administrators have advocated LRE to other teachers, parents, and community members	5	4	3	2	1
k.	Building administrators support LRE by allocating money for training & materials	5	4	3	2	1
l.	Some building administrators have attended LRE training or read curriculum materials	5	4	3	2	1
m.	Some building administrators have helped get LRE accepted in the curriculum here	5	4	3	2	1
n.	Some building administrators are uneasy about some of the teaching methods used in LRE	5	4	3	2	1

14. We would like to ask you about the chances that LRE will continue in this school, and about your colleagues' interest and support.

What are the chances that next year...	Very good	Good	Uncertain	Poor	Very Poor
a. You will teach LRE	5	4	3	2	1
b. Other teachers will start teaching LRE	5	4	3	2	1
c. Building administrators will actively endorse LRE	5	4	3	2	1
d. Community resource people will be willing to participate	5	4	3	2	1

Part II Class ID _____

Please complete one of these for each LRE section you teach.

15. Now we would like to ask you for a portrait of the students in this class. Compared with other students you teach, how would you rate the students in this class with respect to each of the following?

a.	Is their attendance in class	_____	(3) better	_____	(2) about the same	_____	(1) lower
b.	Is their interest in the materials and topics	_____	(3) better	_____	(2) about the same	_____	(1) lower
c.	Is their attentiveness to you	_____	(3) better	_____	(2) about the same	_____	(1) lower
d.	Is their attentiveness to each other	_____	(3) better	_____	(2) about the same	_____	(1) lower
e.	Is their participation in class discussion or activity	_____	(3) more	_____	(2) about the same	_____	(1) less
f.	Is their relationship with other students in the class	_____	(3) more friendly and cooperative	_____	(2) about the same	_____	(1) less friendly and cooperative
g.	Is their understanding and retention of what you teach them	_____	(3) better	_____	(2) about the same	_____	(1) worse
h.	Does their commitment to doing well in school appear to be	_____	(3) greater	_____	(2) about the same	_____	(1) less
i.	Are the discipline problems in LRE classes	_____	(3) more serious	_____	(2) about the same	_____	(1) less serious
j.	Is their homework	_____	(3) more often completed on time	_____	(2) about as often completed on time	_____	(1) less often completed on time
k.	Is their attitude toward law	_____	(3) more favorable	_____	(2) about the same	_____	(1) less favorable
l.	Are their overall academic skills	_____	(3) more advanced	_____	(2) about the same	_____	(1) less advanced

16. In an average session of this class, the percentage of <u>active</u> participants runs about (circle one):

Less than 25% of the students	26-50% of the students	51-75% of the students	76-100% of the students

17. On the whole, how would you judge the <u>quality</u> of participation in this class?

Very high				Very low
5	4	3	2	1

18. Now we'd like to get your impression of the effect this class has had on specific student skills, abilities, and attitudes. We will list several effects and we would like you to indicate, based on your own observations, what effect LRE has had.

Ability, skill, or attitude	Substantial favorable effect	Somewhat favorable effect	No apparent effect	Somewhat unfavorable effect	Substantial unfavorable effect
a. Understand a variety of views ("see the other side")	5	4	3	2	1
b. Resolve differences, manage controversy and conflict	5	4	3	2	1
c. Identify and describe rights and responsibilities	5	4	3	2	1
d. Identify the values that underlie decisions	5	4	3	2	1
e. Work cooperatively with students of different backgrounds or viewpoints	5	4	3	2	1
f. Participate actively and competently in classroom activities	5	4	3	2	1
g. Use information from class to understand and solve "real life" situations	5	4	3	2	1
h. Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.)	5	4	3	2	1

(18, continued)

Are there other effects, either positive or negative, that you believe have been produced by LRE and that have not been covered here?

Now, to give us a better understanding of your particular class and the effects you have concentrated on, please look over the entire list and place an asterisk next to the <u>three</u> effects you believe are most important.

LAW-RELATED EDUCATION EVALUATION PROJECT
CLASSROOM OBSERVATION

I. OBSERVATION SITE

1. School Name: _____

_____

2. School address: _____

_____

3. Phone: _____

4. Contact (name and title):

_____

_____

5. Observer: _____

6. Project affiliation:

_____ NSLI

_____ CRF

_____ LPS

_____ Other (specify)

_____

8. Teacher ID: _____

9. Class ID: _____

10. Observation number: _____

11. LRE sequance: _____ week of _____

12. Day's attendance: _____

II. DATA SUMMARY

Pre-observation conference	_____ yes	_____ no
Class record (demographics)	_____ yes	_____ no
Observation: summary, narrative	_____ yes	_____ no
Post-observation conference	_____ yes	_____ no

(20) 8/31/83

Teacher: _____

Date: _____

III. PREOBSERVATION CONFERENCE

I have two reasons for wanting to meet with you before your class(es). First, I'd like you to give me a sense of what you have planned for today and what I should know about your approach in the classroom. And second, I'd like to use this time to answer any questions you may have and to let you know what to expect from the observation.

1. What do you have planned for today? What will I be seeing? (Probe for statements that can be phrased as objectives.)

2. What will your approach be? (Probe for a step-by-step account.)

3. What materials will you be using? (Attach any copies.)

4. Would you help me place today's lesson in context? Where does it fit in terms of your overall aims and approaches for the (semester, year, course, unit)?

Following a brief description of the observation procedure, ask:

5. Are there any questions you wanted to ask me before the observation(s)? (Record all questions.)

IV. CLASSROOM OBSERVATION

Lesson Summary

Design Characteristic	Major Activities 1	2	3	4
Topic/objective				
Time on task (in minutes)				
Student participation 1. High active (75%) 2. Moderate active (50%) 3. Low active (25%) 4. Inactive (25%)				
Principal method(s) 1. Lecture 2. Whole group activity (specify _____) 3. Small group activity (specify _____) 4. Individual seatwork 5. Other (specify _____)				
Materials 1. None 2. Text (specify pages and how used) 3. Supplemental materials (specify what and how used) 4. Audiovisual (specify) 5. Test 6. Other (specify)				
Special arrangements 1. Resource person 2. Seating 3. Other				
Comments				

V. CLASSROOM OBSERVATION SUMMARY

Class ID: _____ Teacher ID: _____ Date: _____ Observer: _____

A. Quality of Curriculum Treatment

1. Allocated time

2. Congruence

3. Depth/density

4. Selection/balance

B. Quality of Instruction

1. Objective/set

2. Checking for understanding

3. Opportunities for practice

4. Direction-giving

C. Quality of Interaction

1. Active participation

2. Group work/cooperative learning

3. Controversy

4. Reactive management

5. Opportunities for bonding

a. Commitment

b. Attachment

c. Belief

d. Positive labeling

e. Equality of opportunity

f. Interaction

Interviewer: _____

Teacher: _____

Date: _____

VI. POSTOBSERVATION CONFERENCE

I would like to use this time for two purposes. The first is to review the class(es) I observed today, in order to get your sense of how it (they) went. Second, I'd like to ask you a few questions about the kind of preparations you have made to teach this material.

1. Did this class go as planned?

   a. What worked out better than you had hoped?

   b. What didn't work out as well as you had hoped?

   c. How typical was this class?

2. What kind of "behind-the-scenes" work should we know about that would help us make sense out of what I have seen? (Probe for information on planning, previous classroom progress, etc.)

STUDENT IMPACT QUESTIONNAIRE - DEMOGRAPHIC VARIABLES (pretest only)

First, we'd like you to answer a few questions to describe yourself.

1. Are you: ___(1) Male ___(2) Female

2. How old were you on your last birthday? (Please circle)

9 or younger	10	11	12	13	14	15	16	17	18 or older

3. Which one of these groups best describes you?

___(1) Anglo or White
___(2) Black
___(3) Mexican-American
___(4) Spanish-American
___(5) Chicano
___(6) Puerto Rican
___(7) American Indian
___(8) Asian
___(9) Arab
___(10) Other_____

4. What grade are you in at school? (Please circle)

5	6	7	8	9	10	11	12

5. At the end of the last school term, were your grades:

___(1) Mostly A's
___(2) Mostly B's
___(3) Mostly C's
___(4) Mostly D's
___(5) Mostly F's

STUDENT IMPACT QUESTIONNAIRE - POSTTEST PRELIMINARY ITEMS, ELEMENTARY

First, we would like to ask you some questions about things that have happened in this room since school started last September. Are the following statements mostly true or mostly false about your room? Please circle the answer you choose for each statement.

	Mostly True	Mostly False	Don't Know
1. The other students in this room listen to you when you are talking.	2	1	____
2. Students in this room are willing to help one another with questions or school work.	2	1	____
3. The other students in this room usually ask good questions.	2	1	____
4. You like the things you have learned in this room better than the things you learned in school last year.	2	1	____
5. Things you have learned in this room have helped you a lot.	2	1	____
6. The teacher likes it when a student thinks of something special to do for school work.	2	1	____

7. If you could give your teacher in this room a grade, what grade would you give? Put a check mark by the one you choose.

_____A _____B _____C _____D _____F

The following questions refer only to the class in which this test is being given.

1. **What grade do you think you will get for this course? Please check one.**

   _____A _____B _____C _____D _____F

2. **What grade would you give your teacher for this course?**

   _____A _____B _____C _____D _____F

3. **How would you rate this course compared to other classes you have had in school?**

   _____Better _____Worse _____About the same

4. **Is there any part of this course that has been really helpful to you?**

   _____Yes, a lot _____Yes, a little _____No

5. **Thinking back over the semester about your experience in this class, please circle the answer that best describes how much you agree or disagree with each statement.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. The students in this class pay attention when you are talking.	5	4	3	2	1
b. Students are often "clockwatching" in in this class, waiting for the ending bell to ring.	5	4	3	2	1
c. When other students speak in this class, they usually have something to say.	5	4	3	2	1
d. The rules in this class have applied the same to everybody here.	5	4	3	2	1
e. The teacher in this class grades fairly.	5	4	3	2	1
f. The teacher encourages students to think of special projects to do.	5	4	3	2	1
g. Students in this class are willing to help one another with questions or course work.	5	4	3	2	1

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1. Generally, the law does not allow the police to search somebody's house without written permission from a judge. Why do we have this law?
   a. To protect the people's right to privacy.
   b. To give a person time to find a lawyer.
   c. To keep people from getting rid of evidence.
   d. To allow the owner of the house to watch the search.

2. In a criminal trial, the jury decides:
   a. What witnesses should be called to testify.
   b. What evidence will be admitted.
   c. Whether the defendant is guilty beyond a reasonable doubt.
   d. All of the above.

3. What is the purpose of bail?
   a. To raise money for the public defender.
   b. To pay the judge's salary.
   c. To make sure a released defendant will come to court.
   d. To give money to victims of a crime.

4. All courts in the United States are part of the:
   a. Judicial branch of government.
   b. Legislative branch of government.
   c. Executive branch of government.
   d. None of the above.

5. "I'm not going to take the witness stand," whispered the defendant to his lawyer. "The prosecutor will twist everything I say to make me look guilty." What legal right is the defendant going to exercise?
   a. Double jeopardy.
   b. Right to appeal.
   c. Privilege against self-incrimination.
   d. Freedom of speech.

6. Which of the following statements is true?

   a. Auto theft is a misdemeanor.

   b. A parking violation is a felony.

   c. Murder is a misdemeanor.

   d. Rape is a felony.

7. According to the decisions of the U.S. Supreme Court, juveniles being tried as delinquents are <u>not</u> entitled to:

   a. Confront and cross-examine witnesses.

   b. Appeal to a higher court.

   c. Be represented by an attorney.

   d. A trial by jury.

8. Which of the following rights is <u>not</u> included in the Miranda warning?

   a. The right to have an attorney present during questioning.

   b. The right to release on bail.

   c. The right to remain silent.

   d. The right to have an attorney appointed if you cannot afford one.

9. Assume the police come to a house without a search warrant and ask if they can search it. If the owner says "yes," then:

   a. The police have violated the owner's rights.

   b. Anything the police find cannot be used against the owner.

   c. The police have to get a warrant.

   d. The owner has consented, and therefore whatever the police find can be used against the owner in court.

10. Which is the best explanation of what <u>due process</u> is?

    a. A method used by the court to summon witnesses.

    b. A court order stopping witnesses from talking without a trial.

    c. An amendment to the Constitution giving the vote to everyone over 18.

    d. A requirement that court procedures must be fair.

11. Which of the following is a criminal case?

    a. Joe is injured in an auto collision with Derek. He sues Derek to pay his medical bills.

    b. Elaine is arrested for buying a stolen watch for $1.00.

    c. Mrs. Wilson wants to end her marriage because her husband beats her. She hires a lawyer to file for divorce from her husband.

    d. Betty buys a defective turntable from the Harmony Stereo Shop. The store refuses to refund her money. Betty sues for a refund.

12. Which of the following is <u>not</u> paired correctly?

    a. Probation - detention.

    b. Custody - arrest.

    c. Disposition - sentence.

    d. Hearing - trial.

13. A girl is taken into custody for burglary. Which right(s) is she guaranteed in a <u>juvenile court</u> proceeding?

    a. The right to bail.

    b. The right to a trial by jury.

    c. The right to written notice of charges.

    d. All of the above.

14. Local police are responsible for:

    a. The welfare and safety of the public.

    b. Passing local ordinances.

    c. Prosecuting criminals.

    d. Indicting accused criminals.

15. A public defender is:

    a. A lawyer who prosecutes people who break the law.

    b. A judge who rules on cases dealing with fraud and misleading advertising.

    c. A public relations person who explains the court and other government agencies to the people.

    d. A lawyer who represents people who cannot afford a lawyer.

16. If you were a judge, which of the following statements would you allow in a courtroom trial?

    a. "I saw the stabbing take place and I can identify the attacker."

    b. "The defendant probably took the car because he was generally a no-good person."

    c. "Jack Norton told me that Herb Carter held up the liquor store."

    d. All of the above.

17. According to due process, as interpreted by the courts, under what condition could the police detain a man for a week while deciding to bring charges against him?

    a. Under no circumstances.

    b. Only when dealing with the severest of crimes.

    c. Only when necessary to get a confession.

    d. Only if he is unable to get in touch with an attorney.

18. Protection from self-incrimination is intended to keep police from:

a. Using a search warrant.

b. Questioning suspects.

c. Using brutal methods.

d. Forcing confessions.

19. The function of a grand jury is to decide:

a. What the sentence shall be.

b. Whether the case may be appealed to a higher court.

c. Whether the accused is guilty or not guilty.

d. Whether there is sufficient evidence to accuse someone of a crime.

20. After a long trial, a person is found not guilty of burglary. The district attorney (state's attorney) believes that this person should be retried because of the overwhelming evidence of guilt. Which one of the following is a constitutional reason for not retrying the person?

a. The ban on cruel and unusual punishment.

b. The privilege of the Fifth Amendment against self-incrimination.

c. The guarantee of trial by jury.

d. The ban on double jeopardy.

21. A defendant accused of a serious crime may legally be denied:

a. Trial by jury.

b. A defense attorney.

c. Release on bail.

d. A speedy and public trial.

22. Which is not an example of criminal law? Laws pertaining to:

a. Assault and battery.

b. Drunk driving and leaving the scene of an accident.

c. Slander and libel.

d. Burglary and arson.

23. The Federal Trade Commission is:

a. A commission established in most states to promote fair business practices and to prevent unfair competition at the state level.

b. A commission established by an act of Congress to promote fair business practices and prevent unfair competition.

c. A voluntary organization established at the national level to promote fair business practices and prevent unfair competition among its members.

d. A commission created by an act of Congress to oversee trade with foreign countries.

24. To avoid long delay and large costs, which would be the best type of court in which to bring suit against a store that has cheated you--the consumer--on a $50 sale?

a. Federal district court.

b. State general jurisdiction trial court.

c. Small claims court.

d. Probate court.

25. Which of the following is always necessary for an agreement to be a legally enforceable contract?

a. An offer and acceptance of the offer.

b. Written agreement signed by all parties.

c. Lawyer's approval.

d. At least one witness to the agreement.

26. Before signing an installment sales contract, a consumer usually does <u>not</u> need to:

a. Hire a lawyer to read over it.

b. Read and understand all of it.

c. Make sure there are no blank spaces in the contract.

d. Insist on receiving a copy of the contract.

27. Which of the following <u>cannot</u> result from a civil suit?

a. Damages.

b. Imprisonment.

c. Dismissal.

d. Appeal.

28. A news commentator who criticizes a public official without lying should, according to constitutional guidelines on speech and press:

a. Be permitted to do so.

b. Be required to retract his statement.

c. Be made to give up the FCC broadcasting license.

d. Be required to submit scripts in advance to a government review board.

29. Which of the following examples best describes the Fifth Amendment in action?

a. The judge ruled that the government was wrong in searching the house without a court order.

b. Mr. Frederick said the government had no right to force him to keep soldiers in his house.

c. Pat claimed the right to a speedy trial and the right to a lawyer.

d. The defendant refused to answer the questions put to her by the prosecutor.

30. Which of the following best describes the contents of the Bill of Rights?

a. It outlines the functions of the executive, legislative, and judicial branches of government.

b. It defines what a criminal offense is and what the penalty should be.

c. It describes the basic laws which protect the individual from the powers of the government.

d. It lists the rules for paying government employees.

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1. Which answer gives an example of the use of authority?

   a. The principal takes a knife away from a student.

   b. A girl at a movie tells the boys next to her to leave because they are making too much noise.

   c. Ed, a tenth-grader, makes the sixth-graders get off the swings so he can use them.

   d. Laurel and Paula spend their lunch money on ice cream instead of lunch.

2. The president appoints a person to the Supreme Court. What has the president done?

   a. Used power without authority.

   b. Used due process.

   c. Used authority.

   d. None of the above.

3. What might happen if there were no authority in your community?

   a. People would not feel as safe.

   b. People would be able to depend on the police to protect them.

   c. People's rights would be protected.

   d. Teachers would not have as much money.

4. Mary Jane lost a borrowed book. She paid for the book because she was responsible for losing it. What was her purpose when she paid for the book?

   a. To contract.

   b. To compensate.

   c. To proceed.

   d. To inform.

5. You are trying to decide if a rule is a good rule or a bad one. What question or questions would you ask?

   a. Is the rule clear?

   b. Is the rule fair?

   c. Is the rule necessary?

   d. All of the above.

6. Where does a mayor get his or her authority?

   a. From the people.

   b. From the President.

   c. From the Declaration of Independence.

   d. From the Supreme Court.

7. Which of the following might happen because someone uses authority?

   a. People may feel safer.

   b. People's property may be protected.

   c. People may have to pay taxes.

   d. All of the above.

8. You want to set up a position of authority for your town. What should the position have?

   a. Clearly defined duties.

   b. No limit on power.

   c. A high salary.

   d. All of the above.

9. Which answer gives an example of corrective justice?

   a. The principal listened to all sides of the argument.

   b. Everyone had a chance to vote in the school election.

   c. Dale's older brother had to pay a fine for speeding.

   d. The students decided not to play basketball.

10. Your school has a new rule: "Students must stay on the school grounds during lunch time." What might be a <u>cost</u> of this rule?

   a. Students' freedom would be limited.

   b. The school board would have to meet more often.

   c. Students would be safer.

   d. Students would play on the swings.

11. What is important to think about when a person has caused a wrong or injury?

    a. Did the person mean to do the wrong or injury?

    b. Was the person careless?

    c. Did the person have a good excuse?

    d. All of the above.

12. Which answer gives an example of the use of authority?

    a. The Johnson family decides to visit their friends on Saturday.

    b. The city council gives permission to a group of students to use the park for a school carnival.

    c. One student tells the rest of the students they all have to go to the carnival.

    d. The chief of police attends the carnival with his family.

13. The President orders the army to help in an emergency. What is the President using?

    a. Authority.

    b. Power without authority.

    c. Due process.

    d. None of the above.

14. Which is <u>not</u> a useful response to a wrong or injury?

    a. Distributing.

    b. Compensating.

    c. Punishing.

    d. Pardoning.

15. A person in a position of authority should

    a. have enough resources to do the job.

    b. use fair ways of doing things.

    c. have limited powers.

    d. all of the above.

16. What is the purpose of corrective justice?

    a. To pass just laws.

    b. To select judges.

    c. To set things right.

    d. To use fair procedures.

17. To pay for destroying school property, Todd must pick up litter around the school. What is this an example of?

a. Corrective justice.

b. Distributive justice.

c. Procedural justice.

d. Participatory justice.

18. Which of the following might be a <u>cost</u> of authority?

a. People's property is protected.

b. People may use their authority unfairly.

c. People's lives may be better.

d. Communities may be more orderly.

19. The police arrest Mr. Hunter for shoplifting. What is this an example of?

a. Someone using authority.

b. Someone using power without authority.

c. Someone using due process.

d. None of the above.

20. Which answer gives an example of the use of authority?

a. The city council passes a law saying bicycles must have licenses.

b. John forces a fourth-grader to give him her dessert.

c. Jane talks Anita into helping her clean her room.

d. The Han family decides to give $20 to the Red Cross.

21. Buddy is the leader of his gang. He tells the other ninth-grade students to stay away from the basketball court when his gang is playing. What is Buddy using?

a. Authority.

b. Power without authority.

c. Due process.

d. None of the above.

22. Which answer gives an example of the use of power without authority?

a. Lee cheats on a test.

b. The judge tells the jury members to decide whether Vivian is guilty.

c. The jury decides that Vivian is not guilty.

d. Norman Blutto, the neighborhood bully, tells Bob to stay off his block or else.

23. Where does the President get his or her authority?

a. From the Congress.

b. From the Supreme Court.

c. From the people.

d. From the Declaration of Independence.

24. The judge ordered Fran's parents to pay for the damage she did to Chuck's tricycle. What is this an example of?

a. Corrective justice.

b. Distributive justice.

c. Procedural justice.

d. Declaratory justice.

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   d. Laurel and Paula spend their lunch money on ice cream instead of lunch.

2. The president appoints a person to the Supreme Court. What is this an example of?

   a. Use of power without authority.

   b. Use of due process.

   c. Use of authority.

   d. None of the above.

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4. After borrowing a book, Mary Jane lost it. She paid for the book because she was responsible for losing it. What was her purpose in paying for the book?

   a. To contract.

   b. To compensate.

   c. To proceed.

   d. To inform.

5. If you were evaluating a rule, which of the following questions would you ask?

   a. Is the rule clear?

   b. Is the rule fair?

   c. Is the rule necessary?

   d. All of the above

6. In the United States, what is the ultimate source of political authority?

   a. The people.

   b. The President.

   c. The law.

   d. The Constitution.

7. Which of the following might happen because of the use of authority?

   a. People may feel safer.

   b. People's property may be protected.

   c. People may have to pay taxes.

   d. All of the above.

8. A well-designed position of authority should have which of the following?

   a. Clearly defined duties.

   b. Unlimited power.

   c. A high salary.

   d. A large number of privileges.

9. Which example involves corrective justice?

   a. A case is thrown out of court because evidence has been gathered improperly.

   b. To vote in federal elections, you must be 18 years old and a U.S. citizen.

   c. In a recent lawsuit, the victim of an auto accident was awarded $10,000.

   d. The citizens refuse to support higher taxes.

10. Your school has a new rule: "Students must stay on school grounds during lunch time." What might be a cost of this rule?

    a. Limitation on freedom.

    b. Security.

    c. Misuse of power.

    d. All of the above.

11. What is important to think about when a person has caused a wrong or injury?

    a. Did the person mean to do the wrong or injury?

    b. Was the person careless?

    c. Did the person have a good excuse?

    d. All of the above.

12. Which of the following is an example of the use of authority?

    a. The Johnson family decides to visit their friends on Saturday.

    b. The chief of police sells tickets for a party to benefit the policeman's fund.

    c. The city council gives permission to a group of students to use the park for a rock show.

    d. The class president requires all members of the student body to contribute $1 to her campaign fund.

13. The Supreme Court decides that a law passed by a state is not constitutional. What is this an example of?

    a. Authority.

    b. Power without authority.

    c. Due process.

    d. None of the above.

14. Which of the following are common responses to a wrong or injury?

    a. Restoring, distributing, or compensating.

    b. Compensating, informing, or distributing.

    c. Overlooking, punishing, or pardoning.

    d. Pardoning, punishing, or legislating.

15. A well-designed position of authority should

a. be provided with enough resources to do the job.

b. have clear limits on its power.

c. be adaptable to changing circumstances.

d. all of the above.

16. What is the purpose of corrective justice?

a. To pass just laws.

b. To select judges.

c. To set things right.

d. To use fair procedures.

17. As compensation for his acts of vandalism, Todd is required to spend three weekends picking up litter in the city park. What is this an example of?

a. Distributive justice.

b. Corrective justice.

c. Procedural justice.

d. Participatory justice.

18. Which of the following might be a cost of authority?

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b. People may use their authority unfairly.

c. People's lives may be better.

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19. The police arrest Mr. Hunter for shoplifting. What is this an example of?

a. Someone using authority.

b. Someone using power without authority.

c. Someone using due process.

d. None of the above.

20. Which of the following is an example of authority?

a. The Han family contributes $20 to the Red Cross.

b. The government withholds money from Bruce's paycheck for income taxes.

c. John and his friends force the shopkeepers on Main Street to pay them $500 a month for "protection."

d. Jane talks Anita into helping her paint her room.

21. Buddy, leader of a gang, tells the other ninth-grade students to stay away from the basketball court when his gang is playing. What is Buddy using?

    a. Authority.

    b. Power without authority.

    c. Due process.

    d. None of the above.

22. Which of the following is an example of someone using power without authority?

    a. Lee cheats on a test.

    b. The judge tells the jury members to decide whether Vivian is guilty.

    c. The jury decides that Vivian is not guilty.

    d. Norman Blutto, the neighborhood bully, tells Bob to stay off his block or else.

23. Which of the following is a source of authority for the Congress?

    a. The President.

    b. The Supreme Court.

    c. The Constitution.

    d. The Declaration of Independence.

24. The judge of a small claims court orders Mr. Smith to pay Mr. Jones $500 for destruction of Mr. Jones' property. What is this an example of?

    a. Corrective justice.

    b. Distributive justice.

    c. Procedural justice.

    d. Participatory justice.

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1. The role of the jury in a trial is to
   a. preside over the trial
   b. give the sentence or punishment
   c. determine guilt or innocence
   d. insure fairness in trial proceedings

2. In a criminal case, the burden of proof is on
   a. the person accused of the crime
   b. the defense attorney
   c. the state's attorney
   d. the jury

3. Which of the following statements is true?
   a. auto theft is a misdemeanor
   b. a parking violation is a felony
   c. murder is a misdemeanor
   d. rape is a felony

4. Which of the following is a criminal case?
   a. Joe is injured in an auto collision with Derek. He sues Derek to pay his medical bills.
   b. Elaine is arrested for buying a stolen watch for $1.00.
   c. Mrs. Wilson wants to end her marriage because her husband beats her. She hires a lawyer to file for divorce from her husband.
   d. Betty buys a defective stereo from the Harmony Stereo Shop. The store refuses to refund her money. Betty sues for a refund.

5. A friend goes to trial and loses his case. The best thing you can tell him is
   a. "Everyone who loses a trial can appeal."
   b. "Tough luck."
   c. "Hope that the judge in the trial made a mistake in the law as applied to your case."
   d. "Never appeal because the next decision could be worse."

6. A warrant for search or arrest must be approved by

   a. a judge

   b. a jury

   c. the police chief

   d. the district attorney

7. Approval of a warrant for arrest or search is based on

   a. probable cause

   b. possible cause

   c. preliminary cause

   d. exclusionary cause

8. Taking an automobile without the owner's permission is

   a. a crime against the person

   b. a crime against property

   c. a preliminary crime

   d. no crime, if the automobile is not harmed

9. Angered by Pete, Mark buys a handgun, waits for Pete's return to town, and shoots and kills Pete. This is

   a. first degree murder

   b. second degree murder

   c. voluntary manslaughter

   d. battery

10. Which one of the following names of crimes does NOT match the crime described?

   a. Embezzlement: An accountant steals $300 from his company by changing the books.

   b. Burglary: Juan breaks a window, enters a home, and steals a television.

   c. Larceny: Jim holds up a neighborhood store using a handgun.

   d. Vandalism: Two students paint slogans on the side of a school building.

11. Which one of the following is an example of the crime of drug distribution?

   a. Albert's aunt sells him a kilo of heroin.

   b. George is found to have a marijuana cigarette when picked up for a traffic violation.

   c. Sylvia's sister gives her a marijuana cigarette.

   d. Bubba, age 21, passes out from excessive alcohol consumption.

12. Which of the following is NOT a right guaranteed to juveniles charged with delinquency?

    a. right to an attorney

    b. right to a jury of your peers

    c. right to confront witnesses against you

    d. right to remain silent

13. In Colorado, the term "juvenile" applies to anyone under the age of

    a. 14

    b. 18

    c. 12

    d. 21

14. When Linda has been asked to plead "guilty" to a lesser charge, she has been involved in

    a. collective bargaining

    b. plea bargaining

    c. arbitration

    d. conciliation

15. A defendant is released into the community with certain restrictions and must report to an officer of the court. This sentence is known as

    a. suspended

    b. probation

    c. parole

    d. restitution

16. Evidence obtained illegally is not allowed in court. This is called

    a. the exceptional rule

    b. the entry rule

    c. the exclusionary rule

    d. the extraordinary rule

17. In a <u>civil</u> case, the burden of proof is on

    a. the defendant

    b. the plaintiff

    c. the state's attorney

    d. the defense attorney

18. The method in which parties to a dispute talk to each other about the problem and settle the dispute is known as

a. mediation

b. arbitration

c. restitution

d. negotiation

19. Which one of the following is NOT part of the Miranda guidelines regulating arrest procedures?

a. right not to speak

b. right to have a lawyer

c. right to bail

d. right to have an appointed lawyer if you are too poor to afford one

20. Which one of the following is a status offense?

a. truancy

b. littering

c. assault

d. shoplifting

21. Self-defense might be a useful defense for Roger if he were being charged with

a. larceny

b. rape

c. shoplifting

d. assault

22. When a home computer which you bought for $300 stops working three weeks after you bought it, the first action you should take is to

a. file a complaint with a consumer protection agency

b. file a suit in small claims court

c. write to the manufacturer

d. ask the seller to repair it

23. To avoid long delay and large costs, which would be the best type of court in which to bring suit against a store that has cheated you--the consumer--on a $50 sale?

a. federal district court

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a. hire a lawyer to read over it

b. read and understand all of it

c. make sure there are no blank spaces in the contract

d. insist on receiving a copy of the contract

25. Arnold's Autos advertised a new car at a price "below dealer cost." When customers arrived, they were told that Arnold had just run out of these special cars, but had other more expensive cars for sale. This probably is an example of

a. repair and estimate fraud

b. a phoney contest

c. bait and switch

d. a disclaimer

26. Which one of the following statements is true?

a. A precedent is a court decision on a legal question that gives direction to future cases that are similar.

b. A referendum is a rule or law enacted by a legislature.

c. A civil action is a case in which the state brings charges against an individual or group of citizens.

d. A plaintiff is the accused in a civil or criminal case.

27. The primary purpose of most of the rights that are written in the Constitution and its Amendments is to

a. eliminate poverty

b. prevent political conflicts

c. make the job of governing easier

d. protect individual freedoms

28. Which of the following school rules probably violates the U.S. Constitution?

a. Students cannot protest anything by wearing black armbands to school.

b. Students must not write false statements about any teacher in the school newspaper.

c. Students cannot miss classes to be involved in a picket of the principal's office.

d. Students must wear shoes to school.

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   b. To give a person time to find a lawyer.

   c. To keep people from getting rid of evidence.

   d. To allow the owner of a house to watch the search.

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   a. What witnesses should be called to testify.

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   c. Whether the defendant is guilty beyond a reasonable doubt.

   d. All of the above.

3. What is the purpose of bail?

   a. To raise money for the public defender.

   b. To pay the judge's salary.

   c. To make sure a released defendant will come to court.

   d. To give money to victims of a crime.

4. A precedent is

   a. an opinion of an appeals court which must be followed by lower courts.

   b. the presiding officer of a court.

   c. a serious crime.

   d. a person filing a complaint in court.

5. "I'm not going to take the witness stand," whispered the defendant to his lawyer. "The prosecutor will twist everything I say to make me look guilty." What legal right is the defendant going to exercise?

   a. Double jeopardy.

   b. Right to appeal.

   c. Privilege against self-incrimination.

   d. Freedom of speech.

6. Which of the following statements is true?

   a. Auto theft is a misdemeanor.

   b. A parking violation is a felony.

   c. Murder is a misdemeanor.

   d. Rape is a felony.

7. According to the decisions of the U.S. Supreme Court, juveniles being tried as delinquents are not entitled to:

   a. confront and cross-examine witnesses.

   b. appeal to a higher court.

   c. be represented by an attorney.

   d. a trial by jury.

8. Which of the following rights is not included in the Miranda warning?

   a. The right to have an attorney present during questioning.

   b. The right to release on bail.

   c. The right to remain silent.

   d. The right to have an attorney appointed if you cannot afford one.

9. Assume the police came to a house without a search warrant and ask if they can search it. If the owner says "yes," then:

   a. the police have violated the owner's rights.

   b. anything the police find cannot be used against the owner.

   c. the police have to get a warrant.

   d. the owner has consented, and therefore whatever the police find can be used against the owner in court.

10. Which is the best explanation of what due process is?

   a. A method used by the court to summon witnesses.

   b. A court order stopping witnesses from talking without a trial.

   c. An amendment to the Constitution giving the vote to everyone over 18.

   d. A requirement that court procedures must be fair.

11. Which of the following is a criminal case?

    a. Joe is injured in an auto collision with Derek. He sues Derek to pay his medical bills.

    b. Elaine is arrested for buying a stolen watch for $1.00.

    c. Mrs. Wilson wants to end her marriage because her husband beats her. She hires a lawyer to file for divorce from her husband.

    d. Betty buys a defective turntable from the Harmony Stereo Shop. The store refuses to refund her money. Betty sues for a refund.

12. Which of the following is <u>not</u> paired correctly?

    a. Probation - detention.

    b. Custody - arrest.

    c. Disposition - sentence.

    d. Hearing - trial.

13. A friend goes to trial and loses his case. The best thing you can tell him is:

    a. "Everyone who loses a trial can appeal."

    b. "Tough luck."

    c. "Hope that the judge in the trial made a mistake in the law as applied to your case."

    d. "Never appeal, because the next decision could be worse."

14. Some situations call for a lawyer more than others. In which of the following would you most likely need a lawyer?

    a. If the neighbors next to you allow their dog to run all over your yard.

    b. Writing a letter to your legislator.

    c. If you are sued.

    d. Returning a defective tire within the warranty time limit.

15. When you first meet your lawyer about a legal problem, you should <u>not</u> ask:

    a. Can you guarantee me we will win this?

    b. What will your fees in the case be?

    c. Who will actually be doing the work on the case?

    d. What can I do to help you on the case?

16. If Jesse and Helene are having a dispute and wish to use mediation to solve it, they should:

    a. Get a third person to try to help them agree on a solution.

    b. Go to court.

    c. Get a third person to hear both sides and make a decision for them.

    d. Hire lawyers to negotiate a settlement.

17. Self-defense might be a useful defense for Roger if he were being charged with:

    a. Larceny.

    b. Rape.

    c. Assault.

    d. All of the above.

18. Bill did not like Joe because Joe asked Bill's girlfriend out on a date. He jumped Joe and broke his arm. Joe may:

    a. File a complaint against Bill.

    b. Get a court to order Bill never to see his girlfriend again.

    c. Sue Bill for damages.

    d. Both A and C.

19. Which of the following <u>cannot</u> be used as a defense in an assault case?

    a. An alibi that the defendant was somewhere else.

    b. Defendant only acted in self-defense.

    c. The police entrapped the defendant.

    d. Defendant was insane at the time of the assault.

20. Which of the following statements is <u>not</u> good advice for you if you are stopped by police and told that you are under arrest?

    a. Ask to see a lawyer.

    b. If the police ask questions about the crime, tell them everything you know.

    c. Do not physically resist the arrest.

    d. Try to remember all police officer names and exactly what they say and do.

21. Approval of a warrant for arrest or search is based on:

    a. Probable cause
    b. Possible cause
    c. Preliminary cause
    d. Exclusionary cause

22. When Linda has been asked to plead "guilty" to a lesser charge, she has been involved in:

    a. Collective bargaining
    b. Plea bargaining
    c. Arbitration
    d. Conciliation

23. Which one of the following names of crimes does <u>not</u> match the crime described?

    a. Embezzlement: An accountant steals $300 from his company by changing the books.
    b. Burglary: George breaks a window, enters a home, and steals a television.
    c. Larceny: Jim holds up a neighborhood store using a handgun.
    d. Vandalism: Ruth paints gang slogans on the side of a school building.

24. To avoid long delay and large costs, which would be the best type of court in which to bring suit against a store that has cheated you--the consumer--on a $50.00 sale?

    a. Federal district court.
    b. State general jurisdiction trial court.
    c. Small claims court.
    d. Probate court.

25. In a <u>civil</u> case, the burden of proof is on:

    a. The defendant
    b. The plaintiff
    c. The state's attorney
    d. The defense attorney

26. Which one of the following is a status offense?

a. Truancy

b. Littering

c. Assault

d. Shoplifting

27. Children have the legal right to receive the following from their parents:

a. A television.

b. An allowance, though it can be small.

c. Food and a decent place to live.

d. B and C only.

28. It is illegal for parents to:

a. Take their children's earnings from work.

b. Make their children move with them to another town.

c. Force their children to come home at 9:00 p.m.

d. Discipline their children by beating them until they are black and blue.

29. A 15-year-old child wants to be free to ignore the commands of the child's parents. Under the law this probably will not occur until the child:

a. Gets a job.

b. Reaches the age of 16.

c. Becomes emancipated.

d. All of the above.

30. Freedom of religion as guaranteed by the Constitution permits:

a. Prayers in public school classrooms.

b. Members of certain religions having more than one wife.

c. Religions to use illegal drugs as part of their ceremonies.

d. None of the above.

31. The equal protection clause of the Fourteenth Amendment forbids:

a. Separate but equal schools for blacks and whites.

b. Private clubs from restricting membership to whites.

c. Busing to integrate schools.

d. Employers from giving preference to veterans.

32. What is the primary purpose of most of the rights that are written in the Constitution and its Amendments?

a. To eliminate poverty.

b. To prevent political turmoil.

c. To make the job of governing easier.

d. To protect individual freedoms.

33. Which of the following does not involve the right to privacy?

a. School records.

b. Possessing obscene movies in your home.

c. Lie-detector tests.

d. Sex discrimination in employment.

34. Which of the following school rules probably violates the U.S. Constitution?

a. Students cannot protest anything by wearing black armbands to school.

b. Students must not write false statements about any teacher in the school newspaper.

c. Students cannot miss classes to be involved in a picket of the principal's office.

d. Students must wear shoes to school.

35. Jerry brought a knife to school and pulled it on another student. Under the U.S. Supreme Court case of Goss vs. Lopez, the principal may:

a. Suspend Jerry immediately and send him home, though a hearing must be held at a later date.

b. Only suspend Jerry if a hearing is held first.

c. Only suspend Jerry if he is first provided with an attorney.

d. Expel Jerry from school on the spot.

36. The U.S. Supreme Court has ruled that affirmative action programs in education and jobs which give minorities some preference over whites are:

a. Always illegal.

b. Not illegal if they are carefully designed to make up for past discrimination.

c. Always legal, even if they use quotas.

d. Legal for blacks but not for other minorities.

The rest of the questions are about your beliefs and behaviors. In order for our study to be of value, you must answer questions honestly. Your answers will be kept secret, and no one outside our research staff will see them.

The next questions ask how important certain things are to you. For each item, please circle the numbers under the answer that best describes how you feel.

How important is it to you...	Very Important	Somewhat Important	Not Important At All
1. to have high grades in school?	3	2	1
2. to have other students in this school think of you as a good student	3	2	1
3. to do well even in hard subjects?	3	2	1
4. to have your teachers think of you as a good student?	3	2	1

5. How much time, on the average, do you spend doing homework? (Check the answer that comes closest.)

___(1) None or almost none
___(2) About ½ hour a day
___(3) About 1 hour a day
___(4) About 1½ hours a day
___(5) About 2 hours a day
___(6) 3 or more hours a day

In the next set of questions, we'd like to ask about some of your feelings and beliefs. For each statement, choose the answer that best describes how you feel.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Can't Answer
6. The punishment for disobeying the law is the same no matter who you are.	5	4	3	2	1	____
7. Getting into trouble with the law wouldn't be quite so bad if you could keep your family from finding out about it.	5	4	3	2	1	____
8. Even if you don't have enough money to hire a lawyer, you will still get a fair trial in this state.	5	4	3	2	1	____
9. Stealing things from stores isn't worth the risk of getting caught and punished.	5	4	3	2	1	____
10. It's OK for you to take things that people leave lying around.	5	4	3	2	1	____
11. Judges in our courts try to be fair and just to every person who comes before them.	5	4	3	2	1	____
12. It's hard to damage somebody else's property without worrying about getting into trouble with the law.	5	4	3	2	1	____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Can't Answer
13. Getting into trouble with the law wouldn't be quite so bad if you could keep your teachers from finding out about it.	5	4	3	2	1	____
14. Most things that kids do to get into trouble with the law don't really hurt anyone.	5	4	3	2	1	____
15. It's OK to take advantage of a sucker.	5	4	3	2	1	____
16. You have a lot of respect for the police in this town.	5	4	3	2	1	____
17. It's OK to lie if it keeps your friends from getting into trouble with the law.	5	4	3	2	1	____
18. You have to be willing to break some rules if you want to be popular with your friends.	5	4	3	2	1	____
19. In order to have your friends like you, it's sometimes necessary to beat up other people.	5	4	3	2	1	____
20. Police always have a good reason when they stop somebody.	5	4	3	2	1	____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Can't Answer
21. Police try to give all kids an even break.	5	4	3	2	1	____
22. Wanting to avoid serious punishment is a strong reason to obey the law, even if people don't always get caught.	5	4	3	2	1	____
23. Taking things from big department stores and supermarkets doesn't hurt anyone.	5	4	3	2	1	____
24. Most laws that seem unfair today were thought to be fair at the time they were passed.	5	4	3	2	1	____
25. If you find a ten dollar bill that the teacher or another student leaves behind in this classroom, you might as well keep it so nobody else will get it.	5	4	3	2	1	____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Can't Answer
26. If other students break a rule in this room, it's OK for you to break it too.	5	4	3	2	1	____
27. It's hard to damage school property on purpose without having somebody find out who did it.	5	4	3	2	1	____
28. You don't feel as if you really "fit in" at school.	5	4	3	2	1	____
29. You often feel like nobody at school cares about you.	5	4	3	2	1	____
30. Even though there are lots of students around, you often feel lonely at school.	5	4	3	2	1	____
31. Your teachers care about you as a person.	5	4	3	2	1	____
32. You really liked some of your teachers last semester.	5	4	3	2	1	____

Thinking back to what happened in school last semester (Spring 1983), try to remember from your own experience how often each one of the following things was true. Please circle the numbers under the answer that fits best with what you remember.

	This was true...					
	Always	Most of the time	Some of the time	Almost Never	Never	Can't Answer
33. The things you learned in school last semester were exciting or fun.	5	4	3	2	1	____

	Always	Most of the time	Some of the time	Almost Never	Never	Can't Answer
34. Your teacher tried to get you interested and involved in school.	5	4	3	2	1	____
35. Your teacher told you exactly what you had to do to get good grades.	5	4	3	2	1	____
36. Your teacher tried to find out about any trouble you were having in school.	5	4	3	2	1	____
37. Your teacher tried hard to help you do good work in school.	5	4	3	2	1	____
38. You turned in your assignments on time.	5	4	3	2	1	____
39. When you said something in class, your teacher paid attention to you.	5	4	3	2	1	____
40. When you said or did something good in class, your teacher told you so.	5	4	3	2	1	____
41. Your teacher graded fairly.	5	4	3	2	1	____
42. The rules in your room applied the same to every student there.	5	4	3	2	1	____

	Always	Most of the time	Some of the time	Almost Never	Never	Can't Answer
43. You knew that if you did poorly on a test or lesson your teachers would keep offering you chances to show that you could do better.	5	4	3	2	1	____
44. If you did something good at school, you got praised for it at home.	5	4	3	2	1	____
45. If you did something bad at school, you got punished for it at home.	5	4	3	2	1	____
46. You spent a lot of class time "clock-watching," waiting for the ending bell to ring.	5	4	3	2	1	____

We'd like to know how your parents, teachers, and friends would describe you. For each phrase on the list below, first tell us how much of the time you think your parents would agree that each description fits you.

	They would agree that you are like this....					
	All of the time	Most of the time	Some of the time	Almost None of the time	None of the time	Can't Answer
How much of the time would your parents agree that you...						
47. are a bad kid?	5	4	3	2	1	____
48. break rules?	5	4	3	2	1	____
49. get into trouble?	5	4	3	2	1	____
How much of the time would your teachers agree that you...						
50. are a bad kid?	5	4	3	2	1	____
51. break rules?	5	4	3	2	1	____
52. get into trouble?	5	4	3	2	1	____
How much of the time would your friends agree that you...						
53. are a bad kid?	5	4	3	2	1	____
54. break rules?	5	4	3	2	1	____
55. get into trouble?	5	4	3	2	1	____

For this next set of questions, please tell us how wrong you think each of the following things is for you or someone your age to do.

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All	Can't Answer
56. How wrong is it for you to steal something worth less than five dollars	4	3	2	1	____
57. How wrong is it for you to purposely damage or destroy property that does not belong to you?	4	3	2	1	____
58. How wrong is it for you to use marijuana?	4	3	2	1	____
59. How wrong is it for you to cheat on school tests?	4	3	2	1	____
60. How wrong is it for you to drink alcohol?	4	3	2	1	____
61. How wrong is it for you to break into a car or building to steal something?	4	3	2	1	____
62. How wrong is it for you to steal something worth more than fifty dollars?	4	3	2	1	____

The next questions are about your friends' behavior last semester (Spring 1983). We'd like to ask you how many of your friends did each thing on the list.

Think of your friends. Last semester, how many of them...	All of Them	Most of Them	Some of Them	Very Few of Them	None of Them	Can't Answer
63. damaged or destroyed property on purpose that did not belong to them?	5	4	3	2	1	____
64. used marijuana?	5	4	3	2	1	____
65. stole something worth less than five dollars?	5	4	3	2	1	____
66. drank alcohol?	5	4	3	2	1	____
67. broke into a car or building to steal something?	5	4	3	2	1	____
68. stole something worth more than fifty dollars?	5	4	3	2	1	____
69. suggested you do something that was against the law?	5	4	3	2	1	____
70. suggested that you should go drinking with them?	5	4	3	2	1	____
71. offered, gave, or sold marijuana to you?	5	4	3	2	1	____
72. took a bicycle for a ride without the owner's permission?	5	4	3	2	1	____
73. used force to get money or things from somebody?	5	4	3	2	1	____

The next questions ask about your opinions or feelings about violence between people. Please circle the numbers under the answers that best show how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Can't Answer
74. It is all right for you to beat up people if they start the fight.	5	4	3	2	1	____
75. It's OK for you to hit someone to get them to do what you want.	5	4	3	2	1	____
76. It is all right for you to beat up people who call you names.	5	4	3	2	1	____
77. Since the people on TV often get what they want by using violence, it's probably OK for you to use it too.	5	4	3	2	1	____
78. If people do something to make you really mad, they deserve to be beaten up.	5	4	3	2	1	____

The next questions deal with your own behavior. We'd like to remind you that all your answers are secret. For the behaviors listed below, please give your best memory or guess of the number of times you did each thing during the semester that ended last May or June (Spring 1983).

How many times last semester did you...	Never	Once	Two or Three Times	Four to Six Times	Seven to Ten Times	More Than Ten Times (Write in the number of times)
1. damage or destroy property on purpose that belongs to a school?	0	1	2-3	4-6	7-10	_____
2. drink beer, wine, or liquor by yourself or with friends?	0	1	2-3	4-6	7-10	_____
3. run away from home?	0	1	2-3	4-6	7-10	_____
4. tell your parents or another adult about something good you learned in school that you thought might help them?	0	1	2-3	4-6	7-10	_____
5. steal or try to steal things worth five dollars or less?	0	1	2-3	4-6	7-10	_____
6. go out with a group that was planning to fight or break the law?	0	1	2-3	4-6	7-10	_____
7. cheat on school tests?	0	1	2-3	4-6	7-10	_____
8. shout or swear at a teacher or other adult at school when you were angry at them?	0	1	2-3	4-6	7-10	_____

How many times last semester did you...	Never	Once	Two or Three Times	Four to Six Times	Seven to Ten Times	More Than Ten Times (Write in the number of times)
9. use force or a weapon to get money or things from somebody?	0	1	2-3	4-6	7-10	_____
10. illegally avoid paying for such things as movies, bus rides and food?	0	1	2-3	4-6	7-10	_____
11. steal or try to steal things worth between five dollars and fifty dollars?	0	1	2-3	4-6	7-10	_____
12. stay away from school all day without an excuse?	0	1	2-3	4-6	7-10	_____
13. use a rock, stick or knife to hurt or threaten to hurt another student?	0	1	2-3	4-6	7-10	_____
14. break or try to break into a building or car to steal something or just to look around?	0	1	2-3	4-6	7-10	_____
15. damage public property on purpose, such as a building or traffic sign?	0	1	2-3	4-6	7-10	_____

How many times last semester did you...	Never	Once	Two or Three Times	Four to Six Times	Seven to Ten Times	More Than Ten Times (Write in the number of times)
16. steal or try to steal something worth more than fifty dollars?	0	1	2-3	4-6	7-10	_____
17. get involved in a gang fight where somebody had to go to the hospital afterward?	0	1	2-3	4-6	7-10	_____
18. use marijuana	0	1	2-3	4-6	7-10	_____
19. take a bicycle for a ride without the owner's permission?	0	1	2-3	4-6	7-10	_____

The rest of the questions are about your attitudes, beliefs, and behaviors. In order for our study to be of value, you must answer questions honestly. Your answers will be kept secret, and no one outside our research staff will see them.

The next questions ask how important certain things are to you. For each item, please circle the answer that best describes how you feel.

How important is it to you...	Very Important	Somewhat Important	Not Important At All
1. to have high grades in school?	3	2	1
2. to have other students in this school think of you as a good student	3	2	1
3. to do well even in hard subjects?	3	2	1
4. to have your teachers think of you as a good student?	3	2	1
5. to get a high grade in this course?	3	2	1
6. to have other students in this class think of you as a good student?	3	2	1
7. to do well even on hard lessons in this course?	3	2	1
8. to have the teacher in this class think of you as a good student?	3	2	1

9. How much time, on the average, do you spend doing homework? (Check the answer that comes closest.)

___(1) None or almost none

___(2) About ½ hour a day

___(3) About 1 hour a day

___(4) About 1½ hours a day

___(5) About 2 hours a day

___(6) 3 or more hours a day

In the next set of questions, we'd like to ask about some of your feelings and beliefs. For each statement, choose the answer that best describes how you feel.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
10. The punishment for disobeying the law is the same no matter who you are.	5	4	3	2	1	____
11. Getting into trouble with the law wouldn't be quite so bad if you could keep your family from finding out about it.	5	4	3	2	1	____
12. Even if you don't have enough money to hire a lawyer, you will still get a fair trial in this state.	5	4	3	2	1	____
13. Stealing things from stores isn't worth the risk of getting caught and punished.	5	4	3	2	1	____
14. It's OK for you to take things that people leave lying around.	5	4	3	2	1	____
15. Judges in our courts try to be fair and just to every person who comes before them.	5	4	3	2	1	____
16. It's hard to damage somebody else's property without worrying about getting into trouble with the law.	5	4	3	2	1	____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
17. Getting into trouble with the law wouldn't be quite so bad if you could keep your teachers from finding out about it.	5	4	3	2	1	____
18. Most things that kids do to get into trouble with the law don't really hurt anyone.	5	4	3	2	1	____
19. It's OK to take advantage of a sucker.	5	4	3	2	1	____
20. You have a lot of respect for the police in this town.	5	4	3	2	1	____
21. It's OK to lie if it keeps your friends from getting into trouble with the law.	5	4	3	2	1	____
22. You have to be willing to break some rules if you want to be popular with your friends.	5	4	3	2	1	____
23. In order to have your friends like you, it's sometimes necessary to beat up other people.	5	4	3	2	1	____
24. Police always have a good reason when they stop somebody.	5	4	3	2	1	____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
25. Police try to give all kids an even break.	5	4	3	2	1	____
26. The wish to avoid serious punishment is a strong reason to obey the law, even though people don't always get caught.	5	4	3	2	1	____
27. Taking things from big department stores and supermarkets doesn't hurt anyone.	5	4	3	2	1	____
28. Most laws that seem unfair today were thought to be fair at the time they were passed.	5	4	3	2	1	____
29. One of the good things about our legal system is that it has established ways or procedures for changing laws that turn out to be unfair.	5	4	3	2	1	____
30. If you find a ten dollar bill that the teacher or another student leaves behind in this classroom, you might as well keep it so nobody else will get it.	5	4	3	2	1	____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
31. If other students break a rule in this class, it's OK for you to break it too.	5	4	3	2	1	____
32. It's hard to damage school property on purpose without having somebody find out who did it.	5	4	3	2	1	____
33. You don't feel as if you really "fit in" at school.	5	4	3	2	1	____
34. You often feel like nobody at school cares about you.	5	4	3	2	1	____
35. Even though there are lots of students around, you often feel lonely at school.	5	4	3	2	1	____
36. Your teachers care about you as a person.	5	4	3	2	1	____
37. You really liked some of your teachers last semester.	5	4	3	2	1	____

Thinking back to what happened in school last semester (Spring 1983), try to remember from your own experience how often each one of the following things was true. Please circle the answer that fits best with what you remember.

This was true...

	Always	Most of the time	Some of the time	Almost Never	Never	Don't Know
38. Your classes last semester seemed to be exciting, lively, or challenging.	5	4	3	2	1	____

	Always	Most of the time	Some of the time	Almost Never	Never	Don't Know
39. Your teachers tried to get you interested and involved in your classes.	5	4	3	2	1	____
40. Your teachers made it clear to you what you had to do to succeed in your classes.	5	4	3	2	1	____
41. Your teachers tried to find out about any problems you were having and understand them.	5	4	3	2	1	____
42. Your teachers went out of their way to help you.	5	4	3	2	1	____
43. You turned in homework assignments on time.	5	4	3	2	1	____
44. You came to class prepared to participate in classroom discussions or exercises.	5	4	3	2	1	____
45. When you said something in class, the teachers paid attention.	5	4	3	2	1	____
46. When you said or did something good in class, the teachers seemed impressed with you.	5	4	3	2	1	____
47. Your teachers graded fairly.	5	4	3	2	1	____
48. The rules in your classes applied the same to everybody.	5	4	3	2	1	____

	Always	Most of the time	Some of the time	Almost Never	Never	Don't Know
49. You knew that if you did poorly on a test or lesson your teachers would keep offering you chances to show that you could do better.	5	4	3	2	1	____
50. If you did something good at school, you got praised for it at home.	5	4	3	2	1	____
51. If you did something bad at school, you got punished for it at home.	5	4	3	2	1	____
52. You spent a lot of class time "clock-watching," waiting for the ending bell to ring.	5	4	3	2	1	____

We'd like to know how your parents, teachers, and friends would describe you. For each phrase on the list below, first tell us how much of the time you think your parents would agree that each description fits you.

	They would agree that you are like this....					
	All of the time	Most of the time	Some of the time	Almost None of the time	None of the time	Don't Know
How much of the time would your parents agree that you...						
53. are a bad kid?	5	4	3	2	1	___
54. break rules?	5	4	3	2	1	___
55. get into trouble?	5	4	3	2	1	___
How much of the time would your teachers agree that you...						
56. are a bad kid?	5	4	3	2	1	___
57. break rules?	5	4	3	2	1	___
58. get into trouble?	5	4	3	2	1	___
How much of the time would your friends agree that you...						
59. are a bad kid?	5	4	3	2	1	___
60. break rules?	5	4	3	2	1	___
61. get into trouble?	5	4	3	2	1	___

For this next set of questions, please tell us how wrong you think each of the following things is for you or someone your age to do.

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All	Don't Know
How wrong is it for you to...					
62. steal something worth less than $5	4	3	2	1	____
63. purposely damage or destroy property that does not belong to you?	4	3	2	1	____
64. use marijuana?	4	3	2	1	____
65. cheat on school tests?	4	3	2	1	____
66. drink alcohol?	4	3	2	1	____
67. break into a car or building to steal something?	4	3	2	1	____
68. steal something worth more than $50	4	3	2	1	____
69. use illegal drugs such as "speed," "cocaine," "downers" or "LSD"?	4	3	2	1	____

The next questions are about your friends' behavior last semester (Spring 1983). We'd like to ask you how many of your friends did each thing on the list.

Think of your friends. Last semester, how many of them...	All of Them	Most of Them	Some of Them	Very Few of Them	None of Them	Don't Know
70. damaged or destroyed property on purpose that did not belong to them?	5	4	3	2	1	____
71. used marijuana?	5	4	3	2	1	____
72. stole something worth less than $5	5	4	3	2	1	____
73. drank alcohol?	5	4	3	2	1	____
74. broke into a car or building to steal something?	5	4	3	2	1	____
75. stole something worth more than $50	5	4	3	2	1	____
76. suggested you do something that was against the law?	5	4	3	2	1	____
77. suggested that you should go drinking with them?	5	4	3	2	1	____
78. offered, gave, or sold marijuana to you?	5	4	3	2	1	____
79. took a vehicle for a ride or drive without the owner's permission?	5	4	3	2	1	____
80. used force to get money or things from somebody?	5	4	3	2	1	____

The next set of questions ask about your opinions about violence between people. Please mark the answer that best shows how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
81. It is all right for you to beat up people if they start the fight.	5	4	3	2	1	____
82. It's OK for you to hit someone to get them to do what you want.	5	4	3	2	1	____
83. It is all right for you to beat up people who call you names.	5	4	3	2	1	____
84. Since the people on TV often get what they want by using violence, it's probably OK for you to use it too.	5	4	3	2	1	____
85. If people do something to make you really mad, they deserve to be beaten up.	5	4	3	2	1	____

This section deals with your own behavior. We'd like to remind you that all of your answers are confidential. For the behaviors listed below, please give your best estimate of the number of times you did each thing during the semester that ended last May or June (Spring 1983).

How many times last semester did you...	Never	Once	Two or Three Times	Four to Six Times	Seven to Ten Times	More Than Ten Times (Write in the number of times)
1. damage or destroy property on purpose that belongs to a school?	0	1	2-3	4-6	7-10	_____
2. drink beer, wine, or liquor by yourself or with friends?	0	1	2-3	4-6	7-10	_____
3. run away from home?	0	1	2-3	4-6	7-10	_____
4. tell your parents or another adult about something you learned in a class that you thought might help them?	0	1	2-3	4-6	7-10	_____
5. steal or try to steal things worth $5 or less?	0	1	2-3	4-6	7-10	_____
6. go out with a group that was planning to fight or break the law?	0	1	2-3	4-6	7-10	_____
7. cheat on school tests?	0	1	2-3	4-6	7-10	_____
8. shout or swear at a teacher or other adult at school in anger?	0	1	2-3	4-6	7-10	_____

How many times last semester did you...	Never	Once	Two or Three Times	Four to Six Times	Seven to Ten Times	More Than Ten Times (Write in the number of times)
9. use force or a weapon to get money or things from somebody?	0	1	2-3	4-6	7-10	____
10. illegally avoid paying for such things as movies, bus rides and food?	0	1	2-3	4-6	7-10	____
11. steal or try to steal things worth between $5 and $50?	0	1	2-3	4-6	7-10	____
12. stay away from school all day without an excuse?	0	1	2-3	4-6	7-10	____
13. use a rock, stick or knife to hurt or threaten to hurt another student?	0	1	2-3	4-6	7-10	____
14. break or try to break into a building or car to steal something or just to look around?	0	1	2-3	4-6	7-10	____
15. damage public property on purpose, such as a building or traffic sign?	0	1	2-3	4-6	7-10	____

How many times last semester did you...	Never	Once	Two or Three Times	Four to Six Times	Seven to Ten Times	More Than Ten Times (Write in the number of times)
16. steal or try to steal something worth more than $50	0	1	2-3	4-6	7-10	_____
17. get involved in a gang fight where somebody had to go to the hospital afterward?	0	1	2-3	4-6	7-10	_____
18. use marijuana	0	1	2-3	4-6	7-10	_____
19. use illegal drugs, such as "speed," "cocaine," "downers," or LSD?	0	1	2-3	4-6	7-10	_____
20. steal or try to steal a motor vehicle, such as a car or motorcycle?	0	1	2-3	4-6	7-10	_____
21. lie about your age to gain entrance or to purchase something, for example, lying about your age to buy liquor or get into a movie?	0	1	2-3	4-6	7-10	_____
22. take a vehicle for a ride or drive without the owner's permission?	0	1	2-3	4-6	7-10	_____
23. skip a school class without an excuse?	0	1	2-3	4-6	7-10	_____

APPENDIX B

Composition and Properties of Scales Used To Measure Student Impact

Table 1

CHARACTERISTICS OF SCALES AT TIME-1 (SEPT. 1983) AND REVISIONS NEEDED

SCALE/Items Included	Revision Needed x=Delete	Reliability (Alpha) HS	JHS	Elem.	Item-Scale Corr. HS	JHS	Elem.	Mean HS	JHS	Elem	Standard Deviation HS	JHS	Elem.
1. COMMITMENT: SCHOOLWIDE SALIENCE		.58	.68	.52				10.39	10.62	10.81	1.35	1.42	1.19
(1)					.31	.45	.39	2.80	2.83	2.89	.40	.39	.35
(2)	xHS Elem				.32	.42	.29	2.21	2.34	2.30	.62	.62	.64
(3)	x Elem				.43	.46	.21	2.80	2.83	2.87	.43	.40	.38
(4)	x HS				.35	.49	.32	2.58	2.62	2.76	.57	.57	.48
2. COMMITMENT: CLASS-SPECIFIC SALIENCE		.71	.74	--				10.07	10.26	--	1.60	1.70	--
(5)					.51	.53	--	2.68	2.67	--	.50	.54	--
(6)					.35	.47	--	2.18	2.27	--	.63	.66	--
(7)					.51	.55	--	2.68	2.71	--	.49	.52	--
(8)					.59	.56	--	2.53	2.62	--	.59	.56	--
3. COMMITMENT: INFLUENCE/COMPETENCE		.63	.65	.60				11.37	11.80	11.62	1.92	2.11	2.51
(40)	x All				.38	.39	.35	3.90	4.22	3.90	.87	.87	1.25
(45)					.50	.49	.40	4.01	3.96	3.84	.82	.93	1.08
(46)					.43	.50	.46	3.46	3.62	3.88	.84	.96	1.04
4. ATTACHMENT: WARMTH/RESPONSIVENESS		.55	.55	.33				10.15	10.88	11.85	2.13	2.39	2.18
(36)	x Elem				.42	.43	.18	3.33	3.61	4.06	.88	1.02	.82
(37)	x Elem				.34	.34	.24	3.93	3.98	3.98	.83	1.05	1.21
(41)	x All				.30	.31	.12	2.89	3.29	3.81	1.22	1.23	1.28
5. ATTACHMENT: SUPPORT		.66	.65	.62				9.30	10.07	11.35	2.29	2.51	2.58
(39)					.38	.43	.44	3.48	3.83	3.72	.91	.97	1.19
(42)					.54	.51	.46	2.83	3.01	4.16	1.00	1.13	1.07
(49)					.50	.46	.37	2.97	3.23	3.47	1.06	1.16	1.16
6. INVOLVEMENT: TIME (9)		--	--	--	--	--	--	3.51	3.31	2.97	1.33	1.25	1.04
7. INVOLVEMENT: INTEREST/ENERGY		.67	.59	.44				13.59	14.23	10.96	2.42	2.36	2.10
(38)	x All				.33	.26	.19	3.17	3.34	3.48	.84	.91	.93
(43)	x Elem				.49	.46	.35	3.94	4.04	4.16	.76	.79	.80
(44)					.59	.46	--	3.96	4.08	--	.80	.79	--
(52)	x Elem				.40	.25	.25	2.53	2.78	3.31	1.01	1.09	1.31

SCALE/Items Included	Revision Needed x=Delete	Reliability (Alpha) HS	JHS	Elem.	Item-Scale Corr. HS	JHS	Elem.	Mean HS	JHS	Elem	Standard Deviation HS	JHS	Elem.
8. FAVORABLE ATTITUDES TOWARD POLICE		.66	.67	.65				8.67	9.99	11.31	2.51	2.65	2.57
(20)					.44	.47	.49	3.44	3.83	4.08	1.06	1.04	1.05
(24)					.50	.52	.42	2.54	3.09	3.86	1.11	1.22	1.11
(25)					.49	.48	.42	2.68	3.07	3.36	1.08	1.13	1.14
9. FAIRNESS OF JUDICIAL SYSTEM		.40	.46	.29				19.16	19.15	15.57	2.57	3.02	2.37
(10)	x All				.14	.20	.11	4.03	4.00	4.25	1.19	1.25	1.00
(13)	x All				.20	.29	.20	4.06	4.02	3.96	.89	1.08	1.07
(15)					.25	.41	.17	3.83	3.84	4.02	.92	1.10	1.10
(28)	x All				.17	.13	.11	3.63	3.63	3.35	.77	.92	1.00
(29)	x All				.25	.21	--	3.60	3.65	--	.95	.99	--
10. UNFAV. ATTITUDES TOWARD DEVIANCE		.87	.87	.84				27.20	28.61	25.99	4.08	3.94	2.81
(62)					.57	.55	.58	3.55	3.42	3.57	.56	.73	.65
(63)					.66	.63	.52	3.65	3.70	3.75	.58	.54	.51
(64)					.71	.72	.51	3.03	3.54	3.79	1.04	.83	.59
(65)					.56	.56	.50	3.02	3.22	3.56	.77	.80	.63
(66)					.60	.66	.61	2.69	3.29	3.60	1.06	.97	.78
(67)					.64	.62	.71	3.80	3.84	3.86	.41	.44	.37
(68)					.56	.55	.65	3.83	3.82	3.84	.39	.48	.45
(69)					.68	.63	--	3.63	3.76	--	.73	.64	--
11. FAV. ATTITUDES TOWARD VIOLENCE		.83	.82	.85				11.51	11.83	10.30	3.71	4.11	4.23
(81)					.45	.60	.66	3.41	3.22	2.62	1.23	1.31	1.34
(82)					.62	.52	.61	1.71	1.75	1.57	.72	.82	.75
(83)					.75	.75	.79	2.28	2.43	2.17	1.02	1.12	1.09
(84)					.60	.54	.56	1.70	1.69	1.57	.78	.80	.84
(85)					.71	.68	.71	2.42	2.74	2.38	1.06	1.26	1.27
12. RATIONALIZATIONS FOR DEVIANCE		.64	.63	.58				8.07	7.96	8.13	2.69	2.78	2.81
(14)					.27	.38	.44	1.95	1.85	1.93	.94	.98	1.02
(18)					.52	.39	.32	2.33	2.31	2.31	1.05	1.14	1.06
(19)					.59	.46	.29	2.16	2.06	2.03	1.06	1.05	1.14
(27)					.37	.41	.40	1.63	1.74	1.86	.78	.87	1.03
13. FAIR TREATMENT IN SCHOOL		--	--	--				8.34	8.40	8.67	1.32	1.57	1.65
(47)					.77	.83	.82	3.96	4.01	4.26	.77	.91	1.00
(48)					.82	.85	.81	4.38	4.39	4.41	.83	.95	.96

SCALE/Items Included	Revision Needed x=Delete	Reliability (Alpha) HS	JHS	Elem.	Item-Scale Corr. HS	JHS	Elem.	Mean HS	JHS	Elem	Standard Deviation HS	JHS	Elem.
14. NEGATIVE LABELING BY PARENTS		.84	.86	.76				6.36	6.59	5.97	2.46	2.57	2.35
(53)					.65	.69	.54	2.01	2.17	2.07	.87	.96	.97
(54)					.73	.75	.63	2.17	2.17	1.79	.95	.94	.89
(55)					.70	.76	.62	2.18	2.26	2.11	1.01	1.01	.99
15. NEGATIVE LABELING BY TEACHERS		.92	.89	.87				5.72	6.29	5.73	2.60	2.63	2.74
(56)					.80	.76	.77	1.86	2.06	1.88	.89	.96	1.02
(57)					.86	.82	.74	1.93	2.10	1.87	.96	.95	.97
(58)					.87	.80	.76	1.94	2.13	1.99	.95	.98	1.08
16. NEGATIVE LABELING BY PEERS		.87	.88	.84				6.46	6.44	5.64	2.79	3.01	2.61
(59)					.68	.71	.67	1.95	1.97	1.76	1.00	1.09	.96
(60)					.79	.80	.78	2.20	2.20	1.91	1.01	1.12	1.01
(61)					.80	.80	.67	2.32	2.27	1.97	1.11	1.15	1.03
17. DELINQUENT PEER INFLUENCE		.64	.65	.73				6.3[illegible]	6.45	6.13	2.17	2.49	2.79
(21)					.35	.36	.48	2.54	2.46	2.26	1.00	1.12	1.19
(22)					.46	.54	.63	2.10	2.14	2.07	.99	1.10	1.20
(23)					.53	.49	.55	1.71	1.85	1.80	.86	1.02	1.07
18. EXPOSURE TO DELINQUENT PEERS		.88	.91	.94				21.47	18.98	15.46	7.10	7.97	7.07
(70)					.60	.65	.67	1.95	1.99	1.75	.91	.98	1.01
(71)					.73	.74	.75	2.71	1.97	1.33	1.20	1.13	.78
(72)					.66	.70	.71	1.94	2.06	1.67	1.00	1.13	.95
(73)					.60	.74	.75	3.30	2.43	1.48	1.22	1.24	.96
(74)					.59	.63	.74	1.29	1.35	1.19	.54	.76	.66
(75)					.49	.63	.78	1.29	1.39	1.21	.62	.82	.67
(76)					.58	.73	.75	1.68	1.65	1.42	.93	1.05	.79
(77)					.67	.74	.73	2.56	1.85	1.26	1.36	1.14	.84
(78)					.65	.67	.75	2.04	1.49	1.16	1.16	.97	.57
(79)					.47	.53	.69	1.40	1.40	1.51	.72	.83	.91
(80)					.36	.48	.70	1.31	1.41	1.48	.71	.82	.93

*Use as separate measure

Table 2

CHARACTERISTICS OF REVISED SCALES AT TIME-2 (JAN. 1984)

SCALE/Items Included	Reliability (Alpha)			Item-Scale Corr.			Mean			Standard Deviation		
	HS	JHS	Elem.	HS	JHS	Elem.	HS	JHS	Elem	HS	JHS	Elem.
1. COMMITMENT: SCHOOLWIDE SALIENCE		.71					5.45	10.56	5.59	.41	1.51	.37
(1)				.90	.52	.73	2.76	2.80	2.87	.43	.42	.38
(2)					.37			2.38			.64	
(3)				.92	.52		2.69	2.76		.47	.47	
(4)					.54	.87		2.62	2.72		.55	.53
2. COMMITMENT: CLASS-SPECIFIC SALIENCE	.78	.78					9.87	10.22		1.77	1.73	
(5)				.64	.58		2.63	2.68		.50	.51	
(6)				.47	.52		2.10	2.27		.66	.54	
(7)				.60	.60		2.63	2.68		.52	.50	
(8)				.60	.62		2.51	2.58		.60	.58	
3. COMMITMENT: INFLUENCE/COMPETENCE							7.70	7.65	7.80	.70	.79	.9[illegible]
(45)				.86	.85	.87	4.1[illegible]	4.07	4.02	.77	.87	1.00
(46)				.88	.87	.89	3.57	3.58	3.7[illegible]	.84	[illegible]	1.09
4. ATTACHMENT: WARMTH/RESPONSIVENESS							7.47	7.49		.69	.83	
(36)				.88	.86		3.57	3.49		.81	1.02	
(37)				.87	.84		3.90	4.00		.76	.91	
5. ATTACHMENT: SUPPORT	.70	.68	.68				9.31	9.76	11.27	2.23	2.51	2.80
(39)				.31	.49	.53	3.50	3.67	3.68	.82	.94	1.19
(42)				.53	.[illegible]	.51	2.89	2.99	3.93	.93	[illegible]	1.26
(49)				.52	.49	.44	2.[illegible]	3.10	3.66	1.[illegible]	1.16	1.1[illegible]
6. INVOLVEMENT: TIME (9)							3.41	3.21	3.04	1.[illegible]	1.2[illegible]	1.16
7. INVOLVEMENT: INTEREST/ENERGY	.55	.59					11.00	11.11		1.[illegible]	3.[illegible]	
(43)				.32	.40		4.01	3.98		.[illegible]	.77	
(44)				.46	.44		3.96	4.12		.80	.78	
(52)				.28	.33		3.03	3.01		.99	1.01	
8. FAVORABLE ATTITUDES TOWARD POLICE	.66	.66	.58				8.[illegible]	10.15	10.[illegible]	2.40	2.47	2.55
(20)				.38	.42	.32	3.29	3.83	4.03	1.05	.99	1.06
(24)				.48	.50	.46	2.57	3.13	3.56	1.04	1.[illegible]	1.27
(25)				.54	.[illegible]	.39	2.69	3.20	3.35	1.03	1.03	1.11

SCALE/Items Included	Reliability (Alpha)			Item-Scale Corr.			Mean			Standard Deviation		
	HS	JHS	Elem.	HS	JHS	Elem.	HS	JHS	Elem	HS	JHS	Elem.
9. FAIRNESS OF JUDGES							3.76	3.87	3.96	.89	1.00	1.23
10. UNFAV. ATTITUDES TOWARD DEVIANCE	.87	.89	.89				26.66	27.69	25.25	4.36	4.46	4.00
(62)				.58	.57	.65	3.41	3.35	3.47	.63	.73	.74
(63)				.66	.69	.65	3.54	3.62	3.63	.64	.63	.69
(64)				.70	.70	.68	3.10	3.44	3.69	1.01	.92	.74
(65)				.51	.60	.68	2.84	3.09	3.40	.81	.88	.85
(66)				.62	.67	.74	2.68	3.11	3.52	1.09	1.03	.85
(67)				.62	.71	.72	3.73	3.78	3.79	.58	.53	.57
(68)				.57	.65	.73	3.76	3.80	3.74	.54	.52	.68
(69)				.64	.66		3.60	3.71		.75	.72	
11. FAV. ATTITUDES TOWARD VIOLENCE	.84	.85	.88				10.98	12.03	10.35	3.70	4.32	4.79
(81)				.55	.63	.67	3.15	3.28	2.61	1.24	1.29	1.33
(82)				.65	.60	.64	1.70	1.80	1.74	.76	.91	.97
(83)				.72	.76	.79	2.21	2.44	2.15	.99	1.11	1.15
(84)				.62	.62	.71	1.64	1.74	1.70	.70	.83	.97
(85)				.67	.71	.75	2.29	2.75	2.35	1.02	1.27	1.39
12. RATIONALIZATIONS FOR DEVIANCE	.65	.72	.72				8.07	8.12	7.96	2.47	3.03	3.25
(14)				.47	.52	.53	1.96	1.97	2.04	.88	1.00	1.16
(18)				.43	.47	.42	2.20	2.29	2.18	.89	1.10	1.08
(19)				.48	.52	.51	2.17	2.13	2.06	1.02	1.11	1.27
(27)				.35	.52	.56	1.74	1.73	1.68	.73	.89	.89
13. FAIR TREATMENT IN SCHOOL							8.34	8.38	8.41	.65	.77	.90
(47)				.82	.85	.86	4.01	4.08	4.16	.73	.86	1.07
(48)				.86	.86	.84	4.33	4.30	4.25	.82	.90	1.03
14. NEGATIVE LABELING BY PARENTS	.86	.86	.81				6.08	6.30	5.87	2.38	2.47	2.53
(53)				.69	.67	.63	2.01	2.07	1.92	.86	.94	1.02
(54)				.78	.75	.65	2.06	2.08	1.67	.89	.90	.88
(55)				.75	.76	.69	2.00	2.14	1.98	.92	.96	1.07
15. NEGATIVE LABELING BY TEACHERS	.92	.92	.89				5.38	6.11	5.20	2.41	2.69	2.69
(56)				.79	.80	.75	1.80	2.00	1.56	.84	.95	.92
(57)				.87	.86	.83	1.78	2.04	1.69	.88	.96	1.00
(58)				.89	.84	.78	1.80	2.07	1.85	.87	1.00	1.05

SCALE/Items Included	Reliability (Alpha)			Item-Scale Corr.			Mean			Standard Deviation		
	HS	JHS	Elem.	HS	JHS	Elem.	HS	JHS	Elem	HS	JHS	Elem.
16. NEGATIVE LABELING BY PEERS	.89	.90	.84				6.18	6.42	5.22	2.71	3.06	2.68
(59)				.74	.73	.60	1.94	1.96	1.66	.94	1.08	.99
(60)				.81	.84	.77	2.12	2.19	1.70	1.01	1.11	1.00
(61)				.81	.83	.73	2.13	2.27	1.86	1.04	1.16	1.09
17. DELINQUENT PEER INFLUENCE	.62	.71	.74				6.37	6.53	6.17	2.01	2.55	2.84
(21)				.31	.40	.43	2.58	2.48	2.38	.93	1.03	1.27
(22)				.42	.60	.63	2.09	2.22	1.96	.95	1.14	1.14
(23)				.53	.57	.61	1.70	1.83	1.83	.80	.99	1.11
18. EXPOSURE TO DELINQUENT PEERS	.89	.92	.93				20.49	19.39	16.53	7.15	8.06	7.96
(70)				.53	.70	.67	1.75	1.95	1.76	.88	.95	.98
(71)				.76	.69	.77	2.58	2.12	1.59	1.20	1.18	1.02
(72)				.68	.67	.78	1.83	2.02	1.80	.99	1.09	1.14
(73)				.66	.69	.81	3.26	2.71	1.70	1.34	1.26	1.17
(74)				.59	.71	.73	1.28	1.38	1.30	.66	.78	.95
(75)				.54	.68	.67	1.23	1.35	1.21	.61	.77	.60
(76)				.66	.71	.66	1.61	1.63	1.46	.92	1.00	.87
(77)				.59	.72	.80	2.57	1.97	1.44	1.31	1.17	1.01
(78)				.67	.69	.70	1.89	1.54	1.25	1.16	.99	.80
(79)				.44	.64	.61	1.32	1.39	1.30	.66	.83	1.02
(80)				.50	.61	.60	1.18	1.33	1.43	.45	.77	.82

APPENDIX C: A TEST OF THE THEORY

Correlational analysis was performed by school level between each theory-based measure and each category of offense. Tables C-1, C-2, and C-3 show all correlation coefficients greater than .15 for high school, junior high, and elementary level students, respectively. Paralleling the findings from previous years, all of the 1983 coefficients are in the predicted direction and most are higher for junior high students than for either high school or elementary students.

Taking all three levels into account, the following is an approximate ordering of the theory-based measures according to their relative power in predicting delinquent behavior. The list is in descending order, from measures having the most predictive power to those having the least.

Exposure to delinquent peers
Unfavorable attitudes toward deviance
Favorable attitudes toward personal violence
Negative labeling by friends
Negative labeling by teachers
Negative labeling by parents
Delinquent peer influence
Rationalizations that delinquent behavior is acceptable sometimes
Timely completion of assignments and coming to class prepared to participate
Favorable attitudes toward police
Importance of doing well and being regarded as a good student in school
Importance of doing well and being regarded as a good student in this class
Amount of time spent doing homework
Perceived opportunities for demonstrating competence to teachers
Perception that the rules in this class have applied the same to everybody
Really liking some teachers and believing they care about you as a person
Perception that the teacher in this class grades fairly
Belief that judges try to be fair and just

Belief that you are treated fairly in school with respect to rules, grades

Support offered by teachers to build your interest and help you

Students' rating of this course as really helpful

When other students speak in this class, they have something worthwhile to say

"Clockwatching" in this class

Encouragement from the teacher in this class of special projects by students

Students in this class willing to help one another with questions, course work

The other students in this class pay attention when you are talking

TABLE C-1: CORRELATION COEFFICIENTS OF .15 OR MORE BETWEEN THEORY-BASED MEASURES AND CATEGORIES OF DELINQUENT BEHAVIOR AMONG HIGH SCHOOL STUDENTS (N = 212)

(All coefficients shown are significant at .02 or better)

THEORY-BASED CORRELATES OF BEHAVIOR	CATEGORIES OF DELINQUENT BEHAVIOR: School rule infractions	Drinking alcohol	Violence to students	Minor theft	Vandalism	Go to fight, break law	Other status offenses	Index offenses	Minor fraud	Smoking marijuana	Hard drug use
COMMITMENT											
6. Perceived opportunities for demonstrating competence to teachers	-.20		-.20	-.28		-.24	-.16	-.26			-.15
7. Importance of doing well and being regarded as a good student in school	-.19	-.27	-.23		-.24	-.25		-.22		-.24	-.19
8. Importance of doing well and being regarded as a good student in this class	-.23	-.17		-.18	-.20		-.15			-.16	-.29
9. Students' rating of this course as really helpful											
ATTACHMENT											
10. Really liking some teachers and believing they care about you as a person											
11. Support offered by teachers to build your interest and help you			-.18		-.15			-.16			-.15
INVOLVEMENT											
12. Timely completion of assignments and coming to class prepared to participate	-.30	-.21		-.21	-.22	-.21		-.16		-.15	-.24
13. Amount of time spent doing homework	-.20	-.24	-.17		-.17	-.27		-.17		-.26	-.21
14. "Clockwatching" in this class		-.16									
15. Encouragement from the teacher in this class of special projects by students											
BELIEF											
16. Favorable attitudes toward police	-.23	-.27	-.24	-.18	-.31	-.33	-.15	-.25	-.20	-.34	-.37
17. Belief that judges try to be fair and just	-.18		-.21		-.17	-.26		-.23			
18. Unfavorable attitudes toward deviance	-.45	-.48	-.44	-.25	-.37	-.47	-.29	-.37	-.21	-.44	-.51
19. Favorable attitudes toward personal violence	.32	.33	.24		.24	.37	.15	.25	.25	.22	.23
20. Rationalizations that delinquent behavior is acceptable sometimes	.25	.38	.24		.24	.27		.21		.35	.29
EQUALITY											
21. Belief that you are treated fairly in school with respect to rules, grades	-.17	-.22		-.20	-.15	-.17		-.18			
22. Perception that the rules in this class have applied the same to everybody		-.15									
23. Perception that the teacher in this class grades fairly		-.22									
LABELING											
24. Your parents would agree that you get into trouble, are a bad kid	.35	.34		.28	.34	.30	.18	.21	.16	.26	.25
25. Your teachers would agree that you get into trouble, are a bad kid	.42	.33	.31	.23	.36	.37	.30	.25	.25	.19	.33
26. Your friends would agree that you get into trouble, are a bad kid	.44	.39	.24	.30	.45	.44	.15	.33	.31	.40	.31
PEER RELATIONSHIPS											
27. Delinquent peer influence	.23	.31	.25		.27	.34	.19	.18	.22	.23	.30
28. Exposure to delinquent peers	.44	.58	.31	.42	.43	.47	.27	.38	.34	.50	.40
29. Students in this class willing to help one another with quest., course work	-.17										
30. When other studs. speak in this class, they have something worthwhile to say											
31. The other students in this class pay attention when you are talking											

TABLE C-2: CORRELATION COEFFICIENTS OF .15 OR MORE BETWEEN THEORY-BASED MEASURES AND CATEGORIES OF DELINQUENT BEHAVIOR AMONG JUNIOR HIGH STUDENTS
(N = 718)

(All coefficients shown are significant at .001 or better)

THEORY-BASED CORRELATES OF BEHAVIOR	CATEGORIES OF DELINQUENT BEHAVIOR										
	School rule infractions	Drinking alcohol	Violence to students	Minor theft	Vandalism	Go to fight, break law	Other status offenses	Index offenses	Minor fraud	Smoking marijuana	Hard drug use
COMMITMENT											
6. Perceived opportunities for demonstrating competence to teachers	-.27			-.18	-.21	-.18	-.20	-.22	-.24		
7. Importance of doing well and being regarded as a good student in school	-.30	-.17	-.27	-.30	-.22	-.20	-.20	-.25	-.21	-.28	-.24
8. Importance of doing well and being regarded as a good student in this class	-.33	-.17	-.28	-.31	-.24	-.20	-.20	-.26	-.24	-.26	-.21
9. Students' rating of this course as really helpful	-.19			-.17	-.21		-.16	-.17			
ATTACHMENT											
10. Really liking some teachers and believing they care about you as a person	-.31	-.19	-.22	-.25	-.24	-.22	-.25	-.21	-.28	-.19	
11. Support offered by teachers to build your interest and help you	-.22	-.15	-.20	-.17	-.18	-.16	-.24	-.17	-.18	-.15	
INVOLVEMENT											
12. Timely completion of assignments and coming to class prepared to participate	-.41	-.26	-.18	-.26	-.25	-.24	-.25	-.26	-.24	-.29	-.20
13. Amount of time spent doing homework	-.25	-.22	-.15	-.21	-.21	-.17		-.16	-.18	-.17	
14. "Clockwatching" in this class	-.21										
15. Encouragement from the teacher in this class of special projects by students					-.17						
BELIEF											
16. Favorable attitudes toward police	-.26	-.24	-.20	-.25	-.22	-.23	-.24	-.22	-.28	-.29	-.23
17. Belief that judges try to be fair and just	-.21	-.16	-.20	-.17		-.16	-.18	-.19	-.17	-.18	-.15
18. Unfavorable attitudes toward deviance	-.54	-.47	-.31	-.46	-.42	-.42	-.43	-.38	-.42	-.50	-.39
19. Favorable attitudes toward personal violence	.41	.32	.29	.35	.36	.43	.37	.33	.37	.32	.26
20. Rationalizations that delinquent behavior is acceptable sometimes	.38	.26	.30	.39	.36	.37	.29	.32	.32	.28	.24
EQUALITY											
21. Belief that you are treated fairly in school with respect to rules, grades	-.24		-.17	-.19	-.23		-.19	-.18	-.16		
22. Perception that the rules in this class have applied the same to everybody	-.21	-.15		-.23	-.24	-.21	-.16	-.22			
23. Perception that the teacher in this class grades fairly	-.28	-.20	-.15	-.24	-.23	-.20	-.21	-.22	-.23		
LABELING											
24. Your parents would agree that you get into trouble, are a bad kid	.40	.28	.31	.32	.31	.36	.30	.32	.28	.31	.24
24. Your teachers would agree that you get into trouble, are a bad kid	.40	.31	.26	.33	.36	.27	.27	.29	.25	.32	.22
26. Your friends would agree that you get into trouble, are a bad kid	.41	.37	.28	.33	.29	.35	.30	.26	.27	.36	.26
PEER RELATIONSHIPS											
27. Delinquent peer influence	.35	.29	.19	.28	.27	.32	.29	.26	.28	.27	.20
28. Exposure to delinquent peers	.53	.48	.32	.46	.42	.47	.45	.42	.40	.45	.34
29. Students in this class willing to help one another with quest., course work								-.15			
30. When other studs. speak in this class, they have something worthwhile to say	-.16			-.16	-.15						
31. The other students in this class pay attention when you are talking								-.16			

TABLE C-3: CORRELATION COEFFICIENTS OF .15 OR MORE BETWEEN THEORY-BASED MEASURES AND CATEGORIES OF DELINQUENT BEHAVIOR AMONG ELEMENTARY STUDENTS
(N = 718)

(All coefficients shown are significant at .03 or better)

THEORY-BASED CORRELATES OF BEHAVIOR	CATEGORIES OF DELINQUENT BEHAVIOR									
	School rule infractions	Drinking alcohol	Violence to students	Minor theft	Vandalism	Go to fight, break law	Other status offenses	Index offenses	Minor fraud	Smoking marijuana
COMMITMENT										
6. Perceived opportunities for demonstrating competence to teachers	-.21									-.17
7. Importance of doing well and being regarded as a good student in school					-.20				-.16	-.15
8. Students' rating of this class as really helpful										
ATTACHMENT										
9. Support offered by teachers to build your interest and help you										
INVOLVEMENT										
10. Encouragement from the teacher in this class of special projects by students	-.18									-.16
BELIEF										
11. Favorable attitudes toward police	-.29	-.19	-.18	-.15	-.20	-.20				
12. Belief that judges try to be fair and just	-.21									
13. Unfavorable attitudes toward deviance	-.49	-.43	-.42	-.51	-.46	-.31		-.49	-.38	-.39
14. Favorable attitudes toward personal violence	.40	.44	.31	.45	.38	.39	.25	.32	.37	.25
15. Rationalizations that delinquent behavior is acceptable sometimes	.34	.18		.23	.23	.18		.22	.20	.21
EQUALITY										
16. Belief that you are treated fairly in school with respect to rules, grades	-.16							-.15	-.16	
LABELING										
17. Your parents would agree that you get into trouble, are a bad kid	.42	.46	.30	.51	.39	.31	.17	.34	.31	.29
18. Your teachers would agree that you get into trouble, are a bad kid	.50	.48	.37	.46	.35	.26	.17	.36	.32	.29
19. Your friends would agree that you get into trouble, are a bad kid	.39	.42	.44	.49	.36	.27	.28	.41	.28	.24
PEER RELATIONSHIPS										
20. Delinquent peer influence	.34	.35	.31	.40	.36	.33	.27	.32	.40	.18
21. Exposure to delinquent peers	.46	.58	.46	.62	.59	.63	.42	.54	.56	.48
22. Students in this class willing to help one another with quest., course work										
23. The other students in this room usually ask good questions	-.23									
24. The other students in this class listen to you when you are talking										